DOCUMENT RESUME

ED 236 221 TM 830 741

AUTHOR Borus, Michael E., Ed.
TITLE Pathways to the Future, Vol. III. The National Longitudinal Surveys of Youth Labor Market Experience in 1981. Final Report.
INSTITUTION Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C.
PUB DATE Feb 83
NOTE 304p.; For related documents, see ED 195 796 and TM 830 739-740.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Aspiration; Adolescents; Age Differences; College Preparation; *Crime; Delinquency; High School Students; *Job Satisfaction; *Longitudinal Studies; *Private Schools; Public Schools; Racial Differences; School Attitudes; School Effectiveness; Sex Differences; Social Life; *Youth Employment
IDENTIFIERS *National Longitudinal Survey Youth Labor Market Ex

ABSTRACT

This report is based on data from the 1979, 1980 and 1981 waves of the National Longitudinal Surveys of Youth Labor Market Experience. These data were collected for a nationally representative sample of 12,686 youth in 1979, 12,141 in 1980 and 12,195 in 1981. This report contains four analytical chapters. Chapter One investigates those characteristics of jobs that make them desirable to youth. In sum, youth jobs that are satifying should provide security, genuine skill acquisition, and a healthful work environment. Chapter Two examines the relationship between crime and employment using a model that combines economic and sociological approaches. Chapter Three investigates the effects of two determinants of educational aspirations and delinquent behavior: high school students' participation in their school's informal social system (measured by non-class and non-studying time spent at school) and their expression of positive sentiments towards their schools. The final chapter tests the findings of Coleman, Hoffer and Kilgore who conclude that public secondary schools provide an inferior education relative to private schools. The clear conclusion was that being in the college preparatory curriculum in either public or private secondary school is much more critical than the type of school for maximizing the two educational outcomes. An executive summary is included. (BW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM

ED236221

Center for Human Resource Research

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PATHWAYS TO THE FUTURE, VOL. III

A Final Report on the National Longitudinal Surveys of Youth Labor Market Experience in 1981

Edited by Michael E. Borus

February 1983

TM 830 741

College of
Administrative Science

The Ohio State University

PATHWAYS TO THE FUTURE, VOL. III

A Final Report on the National Longitudinal Surveys of Youth Labor Market Experience in 1981

Edited by Michael E. Borus

with chapters by:

Joan E. Crowley

Ronald D'Amico

Stephen M. Hills

and

William Morgan

Center for Human Resource Research

The Ohio State University

February 1983

This paper was prepared under a contract with the Employment and Training Administration, U.S. Department of Labor, under the authority of the Comprehensive Employment and Training Act. Researchers undertaking such projects under Government sponsorship are encouraged to express their own judgments. Interpretations or viewpoints contained in this document do not necessarily represent the official position or policy of the Department of Labor.

EXECUTIVE SUMMARY

This report is based on data from the 1979, 1980 and 1981 waves of the National Longitudinal Surveys of Youth Labor Market Experience. These data, collected for a nationally representative sample of 12,686 youth in 1979, 12,141 in 1980 and 12,195 in 1981, permit longitudinal analysis of the changes in young peoples' lives as they move from an environment of school and parental homes to a more independent situation of work and living in their own households. This report contains four analytical chapters: descriptive information on the youth population in 1981 appears in a companion report.

It has been hypothesized that high turnover rates among youth are related to the quality of youth jobs and the satisfaction of young people with their jobs. Chapter One investigates those characteristics of jobs that make them desirable to youth. Data from the NLS Youth Cohort were compared with data from the NLS panels of Young Men and of Young Women. The job values of young people age 15 to 22 are compared with those of men and women age 26 to 36, restricting the analysis to non-college, out-of-school youth. It is hypothesized that there are systematic differences in the way in which job characteristics are associated with job satisfaction that depend on the age and sex of the job holder.

When twelve measures of perceived job characteristics were compared for adults and youth it was found that adults perceived their jobs as considerably better for all but a few factors. For all age and sex groups, the factor which most distinguishes adult from youth jobs is variety. Compared with adults, youth perceive their jobs to be quite

4

routine. The chances for promotion and the amount of feedback on job peformance also increase as individuals move from youth to adult types of employment. Compared with youth employment, black adult employment involves greater interaction with other people. Black and white women and white men rate their adult jobs as considerably more significant in the broader scheme of things than do youth. Black men, however, rate adult and youth jobs quite similarly with respect to task significance.

Not all of these factors affected job satisfaction, however, when multivariate analysis was used to identify which job characteristics are most important in determining job satisfaction for youth and adults. For youth, factors strongly related to job satisfaction for both males and females are job security, the ability to acquire skills valuable for getting a better job, the degree to which a job was characterized by a healthy work environment, and to a lesser extent, the possibility for promotion. Additionally, for young women, the significance of the job in "the broader scheme of things" and the ability to develop close friendships were important determinants of satisfaction. For young men, not having to deal with other people, seeing a job through from start to finish and getting feedback on job performance were likely to increase job satisfaction. Autonomy and variety, though much more characteristic of adult jobs than of youth jobs, had little impact on job satisfaction.

For adults, greatest importance in job satisfaction was given to promotion possibilities. The opportunity to learn new skills, while still important, falls below job security. When differences in skills and promotion were controlled, youth and adults gave identical ratings to job security, task significance, a healthy work environment, and friendship opportunities. Like young men, adult men ranked job security and a healthy work environment high, but in contrast to young men, considered task significance and the opportunity for close friendships as important contributors to satisfaction as well. Overall, adults indicated more job characteristics which are important predictors of job satisfaction than youth.

Hourly rate of pay was a significant determinant of job satisfaction only for adult males when job characteristics were included in the model. Therefore, the analysis was repeated with job characteristics omitted as explanatory variables of job satisfaction. For youth hourly rate of pay was found not to be a significant predictor of job satisfaction, and very few of the traditional human capital variables were significant. For adults, there was a significant relation between pay and satisfaction, but the explanatory power of the model including the pay variable was quite low relative to the model including job characteristics.

In sum, youth jobs that are satisfying should provide security, genuine skill acquisition, and a healthful work environment. Temporary employment programs with little emphasis on subsequent placement would be viewed negatively by youth. If, however, the youth jobs confer an unusual amount of on-the-job training with clear relevance for subsequent employment they will be more attractive. For young women, the importance of their jobs in the broader scheme of things and the opportunity to form close friendships were also important criteria of job satisfaction. Thus, "helping jobs" will be more satisfying to young women. Finally, in contrast to adults, the rate of pay youth receive had little effect on their job satisfaction; the other characteristics discussed above are more important in designing youth jobs which will be satisfying.

Chapter Two examines the relationship between crime and employment using a model that combined economic and sociological approaches. Economic theory suggests that as unemployment rates increase, the expected returns to job search decrease and the relative expected returns to crime increase. Similarly, higher expected wages should make legitimate employment more attractive relative to criminal activity. The analysis also tested the effectiveness of social control in deterring illegal behavior. It was hypothesized that the threat of loss of emotional attachment bonds to important people in individuals' lives and loss of chances of obtaining conventionally valued goals, i.e., occupational advancement, marriage, or respectability, would lower crime. Finally, it was hypothesized that illegal activity would negatively affect subsequent employment. Path analysis was used on a sample of white males and females who were out of school in 1980.

For males, no relationship was found between expected wage and illegal behavior. Nor was there a link between crime and work commitment or intention to be working in five years. On the other hand, crime was associated with reduced labor force activity in the following year although the relationship between crime and employment appeared to vary by type of offense and by the measure of labor market participation. Thus, young men who report greater involvement in violent crime had more time unemployed and less time working, while those with higher reported levels of property crime in 1980 were out of the labor force more in 1981. Use of drugs was not associated with subsequent labor market activity. These findings imply that men who engage in violent crime have greater difficulty in keeping a job while those who engage in property crime may be involved in different lifestyles with more time spent outside the

7

conventional labor force.

Findings for females showed no link between the economic and control variables and illegal activities. Nor was involvement in crime predictive of later labor force participation or activity for young women.

Chapter Three investigates the effects of two determinants of educational aspirations and delinquent behavior: high school students' participation in their school's informal social system (measured by non-class and non-studying time spent at school) and their expression of positive sentiments towards their schools. Non-class school time and positive school sentiments were hypothesized to be positively associated with educational aspirations and negatively associated with delinquency. Multivariate analyses were estimated separately by sex and race for those respondents who were enrolled in high school at the time of the 1981 survey. Controls for background and ability characteristics and for other demands on youths' time such as employment, household responsibility, and distance to school were included.

The results showed general support for the hypotheses, although some differences across race/sex groups emerged. Among white females, non-class school time and school sentiments were associated positively with higher levels of educational aspirations and negatively with drug abuse and delinquency. Among nonwhite females, however, while school sentiments are positively associated with higher educational aspirations and decreased property crimes, non-class school time was not found to have statistical significance.

For white males, school sentiments showed significant effects in the expected direction for each of the four outcomes--educational aspirations, drug abuse, property crimes and crimes of violence, while non-class school time was significantly associated only with lower levels of property crimes. For nonwhite males, school sentiments showed significant expected effects for all but the educational aspirations outcome, and non-class school time was positively associated with higher levels of educational aspirations.

Thus, it appears that youth who are more integrated into and committed to the school structure are more likely to have higher educational aspirations and commit fewer delinquent acts. School activities which perform the integrating functions would seem beneficial.

The final chapter tests the findings of Coleman, Hoffer and Kilgore who conclude that public secondary schools provide an inferior education relative to private schools. Using the NLS data, however, a larger sample of schools is available for study. Two outcomes were measured, score on the Armed Forces Qualifications Test and educational expectations, using multivariate analyses to account for family background and other variables which might be correlated with choice of type of secondary school.

The results indicated that students in nonpublic schools were much more likely to be enrolled in college preparatory curricula and less likely to participate in vocational education and it is the choice of curriculum that is crucial in determining the youths' achievement scores and not the type of school. Also, while there was a slight increase in expected education among students in Catholic schools, this was not the case for other private schools when curriculum was taken into account. Thus, the clear conclusion is that being in the college preparatory curriculum in either public or private secondary school is much more critical than the type of school for maximizing the two educational outcomes.

Although taking college preparatory courses increased achievement and educational expectations equally for all three racial-ethnic groups, analyses conducted separately by race and ethnic background showed some differences between public and private school students. Hispanics had higher achievement levels when in a private school, particularly in their scores on word knowledge and paragraph comprehension.

There are some nonachievement benefits to be derived from private school enrollment. Estimates of some quality of school life variables were higher for private school students, i.e., quality of class instruction, strictness of discipline and, to a lesser extent, personal safety and friendship opportunities at school. Private school students, however, rated lower than public school students their degree of learning freedom and opportunities for job counselling. Thus, except for Hispanics, beliefs about the superiority of private education should be restricted to the quality areas. Learning is not better in private schools.

Table of Contents

Chapter Page

Executive Summary..ii

1 The Quality of Youth Employment, by Stephen M. Hills................1

Introduction...1
Research Design..2
The Data...6
Findings...8
Discussion..16
Appendices..19
References..24

2 Longitudinal Modeling of the Relationship Between Crime and Employment Among Young White Americans, by Joan E. Crowley.......25

Introduction..25
Research Plan...31
Results...37
Discussion..50
Appendix..53
Glossary..57
References..58

3 Informal Peer Networks as an Integrative and Social Control Mechanism, by Ronald D'Amico......................................60

Introduction..60
Importance of Peer Involvement......................................61
Data and Methods..65
Results...70
Conclusions and Discussion..80
Appendix..83
References..85

4 Schooling Effects on Youth From Public, Catholic and Other Private High Schools, by William R. Morgan.......................88

Educational Production and Consumption Models.......................89
Study Design..94
Sector Differences in Quantity Versus Quality of Schooling.......101
Sector and Curriculum Effects......................................112
Quality of School Life...128
Appendix...135
References...137

1981 Youth Survey Questionnaire and Employer Supplement.............139

CHAPTER 1

THE QUALITY OF YOUTH EMPLOYMENT

by Stephen M. Hills and Joan E. Crowley

I. INTRODUCTION

In recent years strong emphasis has been placed on the fact that youth employment opportunities are insufficient to provide jobs for all young people who want them. The high and rising levels of youth unemployment have given impetus to research on the causes of joblessness and stimulated the search for appropriate ways to mitigate its costs. The types of jobs youth hold may themselves contribute to joblessness. Feldstein writes that "high turnover rates and voluntary unemployment are . . .a response to the unsatisfactory type of job that is available to many young workers" (1973, p. 14).

Far too little is known about youth's own perceptions of the jobs they hold. Adult value judgments about the quality of a given job may be different from the value judgments made by youth. Furthermore, a comparison based on the simple metric of wage rates is unlikely to yield an adequate ranking for job quality, even among youth themselves, let alone compared to adults. For example, pay adequacy is a subjective evaluation and likely to be very different among youth and adults; indeed, the intangible characteristics of jobs such as promotion possibilities, working conditions, and opportunities for training may be as important to youth as pay, especially in cases where the minimum wage tends to keep entry level pay at a common standard.

Among other things, ratings of job quality are a function of actual working conditions and individual expectations of the job prior to employment, both of which may shift over time. A wage level which is rated very good by an eighteen year old entering the labor market may be rated inadequate by an experienced worker. A new entrant to the labor market similarly might desire a level of supervision markedly higher than would someone with considerable experience. Perceived employment alternatives are also important components of job evaluations. These alternatives are not ideal jobs, but jobs which are held by persons similar to the respondent. Teenagers rate their jobs relative to those held by other teenagers, but as teens age and become adults the basis for comparison shifts to jobs held by other adults. Thus factors affecting job satisfaction are often specific to the age group studied.

II. RESEARCH DESIGN

This study explores the relationship between job characteristics and the perceived quality of jobs that youth hold. The approach will be developmental, asking how people change over the life-cycle in the way job characteristics affect their perception of the desirability of jobs. Data are drawn from three cohorts of non-college bound youth contained in the National Longitudinal Surveys of Labor Force Experience: a youth cohort consisting of males and females age 15-22 in 1980, a men's cohort age 26-36 in 1978 and a women's cohort age 26-36 in 1980. Non-college youth were selected for analysis since out-of-school respondents in the youth cohort have not yet aged sufficiently to include any significant number of college graduates. Analysis is limited to out of school youth, since students who see education as their major role are likely to select jobs using different criteria from youth who are more permanently attached to the labor market. Non-college youth who are out of school are important for analysis since policy intervention in the area of employment subsidies, job creation, or on-the-job training are usually targeted to less educated youth.

Our measure of the desirability of a job will be job satisfaction.

Measures of job satisfaction have been found to be associated with a number of important behaviors, notably job turnover, absenteeism, and performance (Mirvis and Lawler, 1977), as well as more general benefits such as physical and mental health and satisfaction with life in general (Locke, 1976). Use of job satisfaction as the measure of job quality substitutes for a single dimension approach which identifies the best job as one paying the most money (or potentially paying the most money). In fact, most of the research on correlates of job satisfaction indicates that pay, while generally significant, is not the best predictor of satisfaction. Higher levels of job satisfaction are associated with higher perceptions of challenge provided by the job, high and equitable pay, good opportunities for promotion, and good working conditions. Certain organizational and occupational characteristics have also been found to predict job satisfaction. One of the earliest lines of work suggests that workers in blue collar jobs place more emphasis on extrinsic rewards (pay and promotions), while white collar workers are more responsive to intrinsic rewards, rewards coming from the performance of the job itself--challenge, self-expression (Herzberg, 1959). Voydanoff (1978) however, links this pattern to the level of skill required for the job, regardless of occupational classification.

Less work has been done on those characteristics of workers which affect the structure of job satisfaction, although sex differences in job values have been studied. This paper will explore whether there are systematic differences in the way that job characteristics are associated with job satisfaction depending on the career stage and sex of the job holder. Specifically, we will examine the values assigned to job characterstics when used to predict job satisfaction across three cohorts in the NLS, comparing youth age 15-22 with men and women age 26-36. Thus the job values of young people just entering the labor force may be compared with those of men and women who have had more time to explore their options and invest both time and commitment in a line of work.

We expect differences in job-related values across the life-cycle for several reasons. Youth are less likely than their older counterparts to be married and supporting a family. Thus they may be more free to explore various life-style options, and to emphasize non-security related aspects of work. Workers without families may not be fully committed to the labor market, taking jobs to gain specific goals--travel, cars, clothes, etc., instead of identifying with the work role per se. Even youth who have a long-term commitment to the labor force differ substantially in their job values when compared with older workers. Human capital theory posits that employees who aspire to higher lifetime earnings will forego present wages, investing in skills which can be traded for higher wages later in life. Older workers should be capitalizing on earlier investments, and may be more committed than teenagers to a career line, to a work role, or to family support.

Occupational and industrial classifications are conventional ways to describe jobs, but these standardized classification schemes reveal little of the day to day activity related to job satisfaction. We know, for example, that occupational and industrial distributions of jobs change significantly as young men and women mature. An earlier study (Hills, forthcoming) described ten years of changes in occupation and industry among one cohort of young men and women who left school and entered the labor market in the late 1960s (Table 1.1). These data show that men moved from armed forces, operative and laborer positions to craft and managerial jobs. Among industries, construction, transportation, finance and public administration grew in importance. Women moved into managerial and operative positions, leaving

Table 1.1 Occupations and Industries of First Jobs of Youth, 16-24 Years, Leaving School in 1968, and Job Held Ten Years Later

	Males				Females			
	White		Black		White		Black	
Occupational category	1968	1978	1968	1978	1968	1978	1968	1978
				(percentage distribution)				
Occupations								
Professional/technical	15	15	7	7	21	21	6	11
Managerial	3	20	-	6	1	7	1	1
Clerical	9	6	9	6	43	40	39	31
Sales	4	5	1	1	6	6	3	3
Crafts	9	26	5	17	-	-	1	1
Operatives	21	15	30	30	8	10	16	26
Service other than household	4	5	8	10	15	11	17	20
Household services	-	-	-	-	5	2	13	3
Farm managers	1	3	-	-	-	-	-	-
Farm laborers	4	-	5	2	1	2	4	-
Other laborers	11	3	19	11	-	1	-	4
Armed forces	19	3	17	10	-	-	-	-
Total percent	100	100	100	100	100	100	100	100
Total number	466	462	126	126	339	280[a]	123	95[a]
Industries								
Agriculture/mining	5	5	6	3	1	3	4	1
Construction	8	13	4	8	-	1	-	-
Manufacturing	27	26	38	37	18	19	13	25
Transport	4	8	4	8	7	6	6	7
Trade	20	16	15	13	19	18	18	14
Finance	2	6	-	1	9	5	4	7
Business, personal services and entertainment	4	6	3	3	12	9	21	15
Professional service	9	11	11	12	30	33	29	26
Public administration	2	8	2	5	4	6	6	5
Armed forces	19	2	17	10	-	-	-	-
Total percent	100	100	100	100	100	100	100	100
Total number	465	462	126	125	339	276	123	96

[a] Sample sizes fall for women due to respondent who are not employed for the full year.

Source: Hills, forthcoming.

clerical and service jobs, but their distribution across industries remained relatively stable. Despite this detailed description of the changes in jobs, these occupational and industrial distributions do not show whether promotion possibilities, opportunities for learning new skills, or control over jobs improved as young people gained more work experience. Self reports on job characteristics do yield comparative scores for these important job dimensions, however, and they provide a convenient way to compare youth and adult jobs.

III. THE DATA

The NLS contain two series of questions which specifically address the relationships between job satisfaction and self-reported job characteristics. The series of items which serves as the dependent variable for this study is a short form of the job satisfaction index developed in the University of Michigan's Quality of Employment Surveys (Quinn and Mangione, 1973, pp. 151-160). This index allows a much more sensitive measurement of the level of satisfaction than has been possible before in the NLS because in prior years only a global job satisfaction measure was used. The Quinn job satisfaction index was tested for its reliability and validity with 1,528 respondents from the 1969 Quality of Employment Survey (Quinn and Staines 1979; Mangione, 1973). Eligible respondents were persons 16 years of age or older, employed for pay, and working 20 or more hours per week. The original sample was representative of all employed adults, all occupations, and all industries in the U.S.[1]

---

[1] Job satisfaction scores were derived as recommended by Quinn. Individual items were first converted to Z-scores and then summed without weighting. The complete wording of the 7 items which comprise the job satisfaction scale are shown in Appendix 1.A.

A second set of seven items, drawn from the extensive literature on job design, is used to assess perceived job characteristics. Many of the specific items were used by Sims et al. (1976) in the development of the Job Characteristics Index (JCI), a scale designed to measure a number of core dimensions of jobs. Variety at work, the amount of individual autonomy the job confers, whether feedback is given to the job occupant regarding performance, the degree to which a worker can identify with a job from beginning to end, how important the job seems "in the broader scheme of things," and the opportunity to deal with people are all characteristics that task design theorists believe can be manipulated to produce greater satisfaction with work.

The future prospects of the job may be as important, if not more important, for youth as for adults in predicting job satisfaction. We would expect youth to avoid dead-end jobs if long-term prospects are an important objective. On the other hand, if youth are "target earners," working to earn enough money for short-term goals, as Osterman (1982) argues, the degree of "dead-endedness" may have less impact on job satisfaction than is true for older workers. Two perceptual items are used to measure longer term prospects. The first refers to job prospects within the same organization, namely the perceived possibilities for promotion. The second refers to prospects in other organizations, whether the skills learned now would be helpful in getting a better job. The two items together should yield a measure of perceived "dead-endedness."

Finally, three separate items measure the work environment--how dangerous or unhealthy it appears to be and the amount of job security associated with the work. A full list of these job characteristics and satisfaction items is in Appendix 1.B.

IV. FINDINGS

Table 1.2 shows the difference between adult and youth job characteristic scores which have been normalized to have a mean value of zero and standard deviation of one.[2] On most items adults have values greater than zero and youth, values less than zero. The table shows differences in the mean scores for adults and for youth, both male and female. Higher scores indicate that adults responded more favorably than youth regarding the degree to which a particular characteristic was present in their jobs; a score of zero indicates that youth and adults were similar in perceptions, and a score less than zero, that youth found a particular characteristic more prevalent in their jobs than did adults.

For all age and sex groups in the table, the factor which most distinguishes adult from youth jobs is variety. Compared with adults, youth perceive their jobs to be quite routine. The chances for promotion and the amount of feedback on job performance also increase considerably as individuals move from youth to adult types of employment, regardless of sex or race. Compared with youth employment, black adult employment involves greater interaction with other people; however, this factor did not differentiate as well between the jobs held by white adults and youth. Black and white women

---

[2] There were two measurement problems in making comparisons of the relative importance of job characteristics. First, some of the items were rated on a four point scale while others were rated on a five point scale, reflecting their origins in different research instruments. Second, some of the items were highly skewed, while others were relatively normally distributed. To put all items in a similar metric, scores were normalized across the pooled sample of young men, young women, and youth. Normalizing involves subtracting from each individual's score on each item the item mean, then dividing the result by the item standard deviation. The resulting variable has a mean of zero and a standard deviation of one within the pooled sample. Since analyses were then done within groups, the original differences in means and variances between cohorts were retained.

Table 1.2 Mean Differences of Job Characteristics Scores, Adult minus Youth, Ranked by Sex and Race[a]

White Female		Black Female		White Male		Black Male	
Variety	.65	Variety	.93	Variety	.56	Interaction	.76
Task sig.	.57	Interaction	.88	Feedback	.50	Promotion	.71
Promotion	.55	Task sig.	.83	Promotion	.46	Friendship	.69
Feedback	.46	Feedback	.81	Interaction	.45	Variety	.68
Friendship	.45	Promotion	.73	Task sig.	.43	Feedback	.67
Interaction	.38	Autonomy	.72	Autonomy	.37	Autonomy	.65
Autonomy	.34	Friendship	.70	Friendship	.33	Task I.D.	.42
Task I.D.	.24	Task I.D.	.53	Safety	.20	Security	.36
Safety	.22	Skill	.24	Task I.D.	.19	Task Sig.	.20
Security	.16	Security	.17	Healthy	.10	Skill	.19
Skill	.03	Safety	.03	Security	.04	Healthy	.04
Healthy	.02	Healthy	.01	Skill	-.01	Safety	.02

[a] Scores were normalized before calculating mean differences (see footnote 1). Appendix 1.C reports the unstandardized mean values for youth and adults.

UNIVERSE: 728 employed female youth, age 15-22, interviewed in 1979; 1217 employed female adults, age 26-36, interviewed in 1980, 897 employed male youth, age 15-22, interviewed in 1979; 1274 male adults, age 26-36, interviewed in 1978. All have a high school degree or less.

and white men rate their adult jobs as considerably more significant in the broader scheme of things than do youth on this same dimension. Black men are the exception, however, rating adult and youth jobs quite similarly with respect to task significance. Though some differences occur by race, three characteristics tend to be ranked in an intermediate range for distinguishing the characteristics of adults and youth: opportunities for independent thought and action (autonomy), the ability to do a job from beginning to end (task identification), and job security. When they evaluated the degree of skill acquisition, the safety of the work environment, or the healthfulness of working conditions, most youth viewed their jobs in approximately the same way as did adults.

The data in Table 1.2 describe differences in absolute levels of the job characteristics scores between youth and adults. Multivariate analysis permits examining a second issue, namely the changes in total job satisfaction which occur as each of the summary characteristics varies from low to high levels. Do changes in levels of the different job characteristics have different impacts on job satisfaction for youth and for adults? Are certain characteristics of jobs key to understanding youth's satisfaction but not so important when viewed as predictors of adult satisfaction?

To answer these questions we estimate the following model, using ordinary least squares:

Satisfaction = f (Variety, Autonomy, Feedback, Task Identity, Task
Significance, Sociability, Friendship, Promotion, Skill
Acquisition, Security, Danger, Unhealthy Conditions, X)

where X is a vector of control variables to account for individual differences in wages earned, general work experience, job tenure, age, education and social class. Separate estimates of the satisfaction model were made by sex and each distinct age classification, adult or youth.

Presented in Table 1.3 are partial results of the estimated regression equations (the full regression equations are presented in Appendix 1.D). For each regression equation, only the job characteristics significant at the 10 percent level or less are shown.[3] The characteristics are ranked by the absolute level of their coefficients, thus showing which characteristics were most important in determining job satisfaction for adults and youth.

Earlier we found that adult jobs differed most from youth jobs because of the variety of tasks that adults do; however, the amount of routine required in a job has little influence on satisfaction for either youth or adults. In the regression equation for youth, variety was insignificantly related to job satisfaction, and though significant for adults, variety fell well behind a number of other more important determinants of satisfaction. Factors strongly related to the job satisfaction of both male and female youth were job security, the ability to acquire skills valuable for getting a better job, and the degree to which the job was characterized by a healthy work environment. Young women added to this list the significance of the job in "the broader scheme of things" and the ability to develop close friendships. For young men, neither of the latter two characteristics was an important determinant of satisfaction. Instead, not having to deal with other people, seeing a job through from start to finish and getting feedback on job performance were all likely to increase male job satisfaction. For youth of both sexes, the possibility for promotion was a significant determinant of job satisfaction though not as important as job security, learning new skills or working in a healthy environment.

---

[3] In virtually every case the variables meeting this criterion were actually significant at the 1 percent level.

Table 1.3 Rank Ordered Job Characteristics Coefficients from Job Satisfaction Equations, by Sex and Age[a]

Women				Men			
Youth		Adult		Youth		Adult	
Security	.800**	Promotion	.877**	Skills	1.029**	Promotion	1.082**
Skills	.700**	Security	.743**	Security	.854**	Security	.628**
Task sig.	.661**	Task sig.	.685**	Unhealthy	-.669**	Skills	.619**
Unhealthy	-.634**	Skills	.536**	Promotion	.459**	Unhealthy	-.578**
Friendship	.519**	Unhealthy	-.536**	Interaction	-.449*	Task sig.	.554**
Promotion	.379*	Friendship	.458**	Task I.D.	.344*	Friendship	.513**
		Variety	.402**	Feedback	.317*	Task I.D.	.466**
		Danger	-.366**			Autonomy	.326**
		Task I.D.	.287*			Variety	.198
		Autonomy	.253*				
$\overline{R}^2$	.251		.414		.195		.430

[a] Full regression equations are shown in Appendix 1.D.

**Significant at 1 percent.
* Significant at 5 percent.

UNIVERSE: 728 employed female youth, age 15-22, interviewed in 1979; 1217 employed female adults, age 26-36, interviewed in 1980; 897 employed male youth, age 15-22, interviewed in 1979; 1274 male adults, age 26-36, interviewed in 1978. All have a high school degree or less.

As youth mature and settle into longer term commitments to work, the structure of relationships between job satisfaction and job characteristics does change somewhat. Most significant is the increasing importance given to promotion possibilities; this ranks first in the coefficients for both adult men and women (Table 1.3). The opportunity to learn new skills, though still important, falls below job security as a predictor of variation in adult satisfaction. Apparently with age comes less concern for transferring skills from one job to another and greater concern for the possibility of increased future responsibility and pay through promotion within one's own employing organization.

After accounting for the difference in skills and promotion, many of the same factors which were important in determining job satisfaction for youth were still strongly important for adults. Moreover, the ranking of these factors was roughly the same for both age groups. Ignoring skills and promotion, regressions show that the young and adult women gave identical ratings to security, task significance, a healthy work environment, and friendship opportunities. Young men ranked security and a healthy work environment highest once skill and promotion were accounted for, but they also considered jobs which do not require dealing with other people, which permit doing a task from beginning to end, and which give feedback on performance as the most strongly satisfying. Adult men placed security and a healthy work environment high on their list of satisfiers but in contrast to young men, considered task significance and the opportunity for close friendships as important contributors to satisfaction as well. Feedback and dealing with other people had an insignificant influence on the job satisfaction of adult men.

One important difference between youth and adult perceptions of jobs is the increased number of job characteristics which are important predictors of adult job satisfaction. We have already noted the friendship and task significance aspects of jobs which adult men considered important but young men did not. Although adult men and women ranked variety and autonomy as less important than most other job characteristics, these factors were still significant determinants of satisfaction for adults, but not for youth. Finally a safe work environment proved to be significant for adult women, while this job characteristic had no statistical significance for young women.

In each of the regression equations hourly rate of pay was held constant in establishing a relationship between perceived job characteristics and job satisfaction. Yet only in the case of adult men was the relationship significant when job characteristics were part of the satisfaction model. To isolate more precisely the role that compensation played in determining job satisfaction, we re-estimated our equations, omitting the twelve measures of job characteristics as explanatory variables. Because many of the remaining control variables were highly insignificant, we estimated the equations excluding variables one at a time which were significant at levels greater than 10 percent. Results for the remaining variables are shown in Table 1.4. If hourly rate of pay were highly correlated with the set of job characteristics that we excluded, it would be strongly significant in the re-estimated equations. For adult men and women, hourly rate of pay and several other traditional human capital variables were significant, but the total explanatory power (the adjusted R^2) of the estimated equation was only .04, in contrast to .40 or greater when job characteristics items were included in the model. For youth, hourly rate of pay was not a significant predictor of satisfaction, and in fact very few of the traditional human capital variables were significant either.

Table 1.4 Job Satisfaction Equations by Sex and Age, Omitting Job Characteristics as Explanatory Variables

(t-values)

	Women		Men	
	Youth	Adult	Youth	Adult
	(1)	(2)	(3)	(4)
Black	-.741 (-1.78)	-1.11** (-3.84)	-.922* (-2.42)	-.512 (-1.67)
High school graduate	.740 (1.65)		-.693 (-1.87)	-.718 (-2.50)
Full time	1.47** (3.83)		1.152 (2.15)	
Mother's education	.135 (1.83)			
Father's education	-.118* (-2.16)		-.118* (-2.16)	
Total work experience			.006* (2.28)	.002* (2.51)
Age		.070 (1.67)		
Hourly pay		.167** (3.21)		.131** (2.72)
Married		.539 (1.94)		
Unionized		-.576* (-2.03)		-.847** (-3.14)
South		1.427** (5.27)		.892** (3.17)
Tenure				-.002** (-2.68)
Constant	31.59**	33.70**	34.67**	36.37**
Sample size	728	1217	897	1274
$\bar{R}^2$	.031	.044	.022	.036
Standard error Y.X	4.35	4.40	4.98	4.40
F	6.78	10.24	5.12	7.83

**Significant at 1 percent.
* Significant at 5 percent.

V. DISCUSSION

Conventional wisdom defines a good job as one which pays well, has good promotion possibilities, is varied, and challenging. By our measures, adult jobs clearly possess more of these characteristics than youth jobs, but surprisingly these are not important factors in predicting job satisfaction. What our sample of non-college youth wants from their jobs has little to do with pay, autonomy, or variety. Promotion possibilities were significant determinants of satisfaction but this factor ranked sixth for women and fourth for men.

If our aim is to reduce turnover, we should structure youth jobs so they will be perceived as worthwhile. In this effort, we should focus on job security, genuine skill acquisition, and youths' perception of how healthful the work environment is. It appears that temporary employment programs with little emphasis on subsequent placement would be viewed negatively by our sample of youth. If, however, the temporary employment confers an unusual amount of on the job training which has clear relevance for subsequent employment, the negative effect on satisfaction would tend to be countered by the positive impact of skill acquisition.

Women tend to judge their jobs in terms of significance in the broader scheme of things to a much greater extent than do men. This may be part of women's socialization into the helping role--as nurturers, providers of help. It may also be a response to the relatively low level of skills in jobs commonly available to women. If a woman can't expect to run the company, she can at least feel that the work she does has some broader benefit, and such a perception may help to lighten the burden of underpay and overwork experienced by many women (Lott, 1981, p. 308).

Young women are also more concerned than young men with personal interactions at the workplace. For example, the opportunity for developing close friendships ranks above promotion possibilities as a determinant of job satisfaction. For young men, friendships at work had no significant impact on job satisfaction and dealing with other people was dissatisfying. The differences between young men and young women may in part be a function of sex differences in occupations held. Women's jobs tend to be helping positions, clerical or service oriented, in which relationships can be useful in fulfilling job demands. Young men are much more likely to be in laborer or skilled trade classifications, in which dealing with people may be a source of problems or complaints rather than support.

Clearly, variations in the rate of pay should have little effect on how favorably youth view the work experience that they gain initially in their careers. Pay was not significant for young men or women. Adult males showed a significant relationship between pay and satisfaction but the explanatory power of the pay variable was quite low relative to the variables measuring job characteristics. Pay may in fact be more relevant to global life satisfaction than to satisfaction on the job. Income is used to maintain a household and to determine the quality of life once the employee returns home, as well as providing an indicator of how well the worker is performing on the job. Pay may not be salient in the actual work situation, however, as assessed in the job satisfaction scale.

Creating a variety of employment experiences for youth has become an important component of secondary and post-secondary training in the United States. Using youths' own expression of satisfaction as a measure of success, these results indicate which aspects of early work experience youth value most, especially when compared with adults. Task design methodology, which was originally developed to alter the jobs of prime age workers in industrial settings, thus proves useful in a broader context, namely as a guide to shaping the initial work experiences of youth.

Appendix 1.A

Job Satisfaction Items

1) How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, or dislike it very much?

2) I'd like to have some idea of the kind of job you'd most like to have. If you were free to go to any type of job you wanted, what would it be? Same as now, would not work at all, some other job.

3) Now I'm going to read some statements that may or may not describe your job. For each statement, I would like you to tell me how true it is of your job by answering 1, 2, 3, or 4. In this case 1 means not true at all and 4 means very true.

    a) You are given a chance to do the things you do best.

    b) The physical surroundings are pleasant.

    c) The pay is good.

    d) Your supervisor is competent in doing the job.

    e) Your coworkers are friendly.

Appendix 1.B

Questionnaire Wording for Job Characteristics Items

1) Now I am going to read some statements that may or may not describe your job. For each statement, I would like you to tell me how true it is of your job by answering 1, 2, 3, or 4. In this case 1 means not true at all and 4 means very true.

   a) The chances for promotion are good.

   b) The skills you are learning would be valuable in getting a better job.

   c) The job is dangerous.

   d) The job security is good.

   e) You are exposed to unhealthy conditions.

   f) The feeling that the job itself is very significant in the broader scheme of things.

   g) The opportunity to do a job from beginning to end (that is, the chance to do a whole job).

2) There are a number of things that are more common to some jobs than others. I am going to read a number of statements and I would like you to tell me how much each one is a part of your job. Please answer 1, 2, 3, 4, 5 with 1 meaning the smallest possible amount and 5 meaning the largest possible amount.

   a) The opportunity to do a number of different things.

   b) The opportunity to deal with other people.

   c) The opportunity for independent thought or action.

   d) The feeling that you know whether you are performing your job well or poorly.

   e) The opportunity to develop close friendships in your job.

Appendix 1.C

Non-Standardized Means and Variances of Job Characteristics Items, Youth and Adults[a]

	Youth		Adults	
	Mean	Variance	Mean	Variance
Promotion	2.77	1.44	2.49	1.48
Skills	2.96	1.07	3.04	1.32
Security	3.11	0.90	3.26	1.06
Task significance*	3.26	1.59	4.00	1.58
Friendship*	3.38	1.43	4.00	1.69
Unhealthy	1.87	1.04	1.83	1.24
Danger	2.13	1.16	1.93	1.23
Variety*	2.99	1.65	3.89	1.91
Autonomy*	3.06	1.58	3.60	1.53
Task identification*	3.73	1.48	4.10	1.71
Social interaction*	3.38	1.59	4.13	1.69
Feedback*	3.75	1.19	4.36	1.10

*Starred items were measured on a five point scale. All other items were measured on a four point scale.

Appendix 1.D

Job Satisfaction Equations by Sex and Age

(t-values)

	Women		Men	
	Youth (1)	Adult (2)	Youth (3)	Adult (4)
Promotion	.379**	.877**	.459**	1.082**
	(2.62)	(8.61)	(2.79)	(10.21)
Skills	.700**	.536**	1.029**	.619**
	(3.78)	(4.98)	(5.53)	(5.91)
Security	.800**	.743**	.854**	.628**
	(4.73)	(7.14)	(4.52)	(6.00)
Task significance	.661**	.685**	.271	.554**
	(3.76)	(5.56)	(1.51)	(4.78)
Friendship	.519**	.458**	.303	.513**
	(3.10)	(4.29)	(1.73)	(4.75)
Unhealthy	-.634**	-.536**	-.669**	-.578**
	(-3.39)	(-4.72)	(-3.74)	(-6.07)
Danger	-.251	-.366**	.172	-.120
	(-1.28)	(-2.78)	(0.97)	(-1.30)
Variety	.094	.402**	.111	.198
	(0.51)	(3.65)	(0.61)	(1.86)
Autonomy	-.171	.253*	.053	.326**
	(-1.02)	(2.54)	(0.30)	(3.20)
Task identification	-.021	.287*	.344*	.466**
	(-0.12)	(2.42)	(1.98)	(4.35)
Social interaction	.219	.103	-.449*	-.054
	(1.29)	(0.92)	(-2.57)	(-0.51)
Feedback	.170	.178	.317*	.127
	(1.05)	(1.49)	(1.99)	(1.09)
Hourly pay (in dollars)	-.083	.036	-.100	.089*
	(-0.93)	(0.82)	(-1.08)	(2.24)
Unionized	.010	-.035	-.088	-.213
	(0.03)	(-0.15)	(-0.22)	(-0.97)
Full time	.507	-1.065**	.480	-.109
	(1.38)	(-4.11)	(0.96)	(-0.17)
Tenure	.000	-.000	-.003	-.076
	(0.13)	(-0.36)	(-1.16)	(-1.63)
Total work experience	.000	.000	.004	.001
	(0.08)	(0.12)	(1.09)	(1.30)
Age	-.160	.072	.169	.038
	(-0.42)	(1.88)	(0.41)	(0.77)
Black	-.298	-.745**	-.516	-.581*
	(-0.73)	(-3.03)	(-1.30)	(-2.33)
Urban	.035	-.574*	.830	-.380
	(0.08)	(-2.52)	(1.94)	(-1.81)
South	.086	.830**	.147	.253
	(0.25)	(3.64)	(0.42)	(1.11)
Married	-.110	-.035	-.010	.448
	(-0.31)	(-0.15)	(-0.00)	(1.40)

Appendix 1.D (continued)

	Women		Men	
	Youth	Adult	Youth	Adult
	(1)	(2)	(3)	(4)
Number of children	.685 (1.64)	-.655* (-2.20)	.105 (0.16)	-.752** (-2.58)
High school graduate	.248 (0.58)	-.086 (-0.37)	-.905* (-2.52)	-.488* (-2.15)
Below poverty line	.080 (0.18)	.518 (1.29)	-.297 (-.584)	.995** (2.72)
Mother's education	.076 (1.02)	-.014 (-0.32)	.016 (0.21)	.057 (1.36)
Father's education	-.001 (-0.00)	.033 (0.82)	-.084 (-1.47)	-.036 (-0.89)
Constant	22.5	17.0	21.5	16.5
Sample size	728	1217	897	1274
R^2	.251	.414	.195	.430
Standard error Y.X	3.83	3.44	4.52	3.38
F	10.02	32.80	9.06	36.59

**Significant at 1 percent, using a two-tailed test.
* Significant at 5 percent.

References

Feldstein, M. 1973. "The economics of the new unemployment." Public Interest 33: 3-42.

Herzberg, F., Mausner, B. and Snyderman, B.B. 1959. The motivation to work. New York: John Wiley and Sons.

Hills, S.M. (Forthcoming). "Youth Employment in the United States," Chapter 9 in B.G. Reubens (ed.), Youth at Work: A Cross National Survey, Totowa, N.J.: Allenheld Osumn.

Locke, E.A. 1976. "The nature and causes of job satisfaction" in Dunnette, M.D. (ed.), Handbook of Industrial and Organizational Psychology. Chicago: Rand McNally, 1297-1349.

Lott, B. 1981. Becoming a woman: the socialization of gender. Springfield, Illinois: Charles Thomas.

Mangione, T.W. 1973. The validity of job satisfaction. Ph.D. dissertation, University of Michigan.

Mirvis, P.H. and Lawler, E.E., III. 1977. "Measuring the financial impact of employee attitudes." Journal of Applied Psychology 62: 1-8.

Osterman, P. 1982. "Comment on Brown, C. 'Dead-end jobs and youth unemployment'" in Freeman, R.B. and Wise, D.A. The youth labor market problem. Chicago: University of Chicago Press.

Quinn, R.P. and Staines, G.L. 1979. The 1977 quality and employment survey. Ann Arbor, Michigan: Institute for Social Research, University of Michigan.

Quinn, R.P. and Mangione, T.W. 1973. The 1969-1970 survey of working conditions: chronicles of an unfinished enterprise. Ann Arbor, Michigan: Institute for Social Research, University of Michigan.

Sims, H.R., Szilagyi, A. and Keller, R. 1976. "The measurement of job characteristics." Academy of management journal 26: 2, June.

Voydanoff, P. 1978. "The relationship between perceived job characteristics and job satisfaction among occupational status groups." Sociology of work and occupations 5: 2, May.

CHAPTER 2

LONGITUDINAL MODELING OF THE RELATIONSHIP BETWEEN CRIME AND EMPLOYMENT AMONG YOUNG WHITE AMERICANS

by Joan E. Crowley

I. INTRODUCTION

Standard labor economic theory assumes that individuals attempt to maximize the returns for their labor in terms of both wages and intangible benefits, valued according to individual tastes. Such a notion of human nature as both rational and hedonistic has also been applied to the choice of whether to pursue legal or illegal means of earnings, going at least as far back as the writings of Jeremy Bentham.

More recently, economic theory has been applied to predictions of crime rates, hypothesizing that as unemployment rates increase, the expected returns to job search decrease and the relative expected returns to crime increase (Phillips and Votey, 1981). The hypothesized link between aggregate crime rates and aggregate unemployment rates has been supported (Phillips and Votey, 1981; Glaser, 1978).

Attempts to find a link between individual unemployment and individual criminal activity have been less successful. In part, the problem has been the lack of appropriate data. Most of the microeconomic studies of crime and employment have used samples drawn from correctional settings, hardly a representative sample (Witte, 1980; Myers, 1980). The fact that all subjects in these studies had criminal records restricts generalization of the results, since it is assumed that the types of jobs available to these individuals were restricted to low paying, low opportunity positions. In general, these studies have found that persons who find satisfactory employment following their release from a correctional facility are less likely to recidivate than are individuals who are less successful in the labor market (Monahan and Klassen, 1982, Witte, 1977).

The NLS provides an opportunity to assess the mutual influences of crime and employment, and to project the effects of delinquent activity onto subsequent employment. The model to be tested is an elaboration of one presented previously, combining sociological and economic approaches (Crowley, 1981). The economic portion of the model is fairly straightforward: the greater the individual's expected returns from legitimate employment, the less the individual should participate in criminal activity.[1] Simultaneously, the greater the individual's involvement with criminal activity, the less the amount of time spent working. Traditional human capital indicators such as education and prior work experience should be associated with higher expected wages and lower levels of criminal involvement. Crime should also be associated with the availablility of jobs in the local labor market, since a loose market would reduce the chance of getting a well-paying position, regardless of the individual's qualifications.

The sociological approach embodied in the literature on social control also assumes that people are essentially hedonistic and rational. However, the factors considered in evaluating the costs and benefits of a particular course of action are defined in terms of the emotional bonds of individuals to important people in their lives--parents, peers, spouses, children--and to conventionally valued goals--occupational advancement, marriage, respectability. Illegal activities threaten attachment bonds and chances of obtaining conventional goals, and so these bonds and goals help to control hedonistic behavior (c.f., Hirschi, 1969; Hindelang , 1973; Minor, 1982).

---

[1] This is a very simplified version of the economic approach, of course. Much more precise models have been developed in the literature, but these have been critiqued as indeterminate under reasonable assumptions (McGahey, 1981).

While there are several variations on the control theory theme, two consistent concepts are attachment and commitment. Attachment refers to the emotional bonds between people, while commitment refers to the degree to which the individual is invested in reaching certain goals. Usually, these commitments are defined in terms of educational and occupational advancement, but there is no need to limit commitment to factors associated with socioeconomic status. While conceptually distinct, in many cases attachment to people and commitment to roles are functionally intertwined. Marriage implies both developing an attachment to a spouse and fulfilling a defined social role as husband or wife. Similarly, becoming a parent implies both attachment to the child and commitment to being a good caretaker/provider.

Most formulations of control theory assume that attachment to others, starting with parents, forms the basis for internalizing conventional values and forming commitments to social goals. The decision to indulge in criminal activity should be a function of the anticipated returns to crime, both in material and intangible rewards, net of the anticipated risks of sanctions and the probability of getting caught. Together, attachments and commitments increase the cost to the individual of getting caught at criminal activity. Loss of the goodwill of the parents or of the opportunity to train for a desired job should help to deter criminal activity. Conversely, youth who are not strongly attached or committed socially have much less to lose if they are caught by police.

Using both economic constructs of relative expected returns and sociological constructs of commitment to social goals, two models were developed for testing. Figures 2.1 and 2.2 show the theoretical structures used to generate the models.

Figure 2-1. Control Model of Employment and Crime

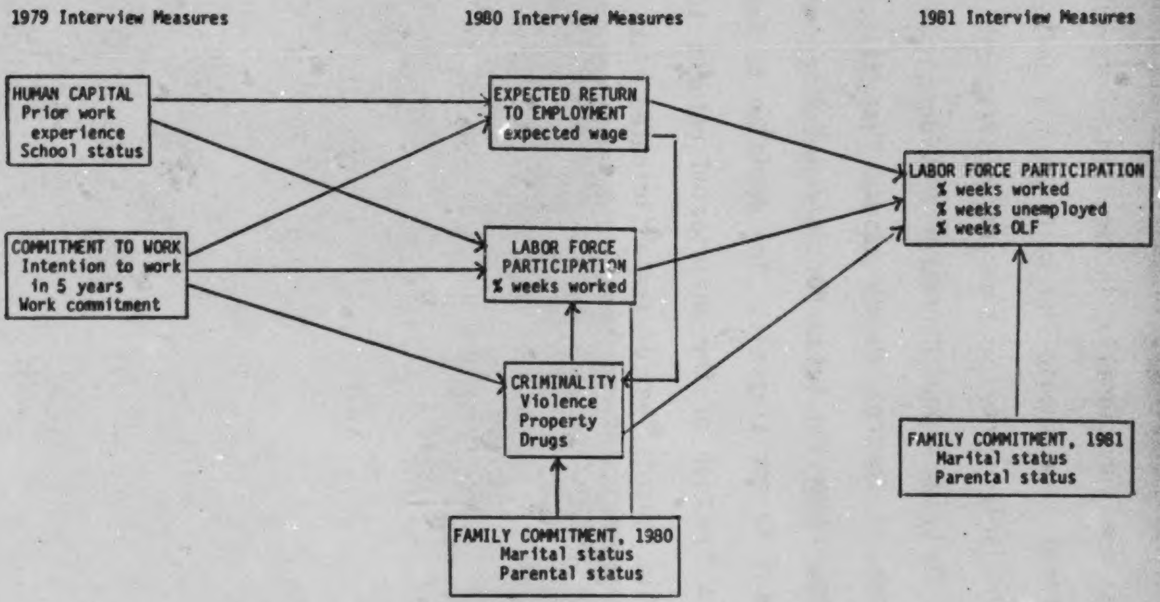
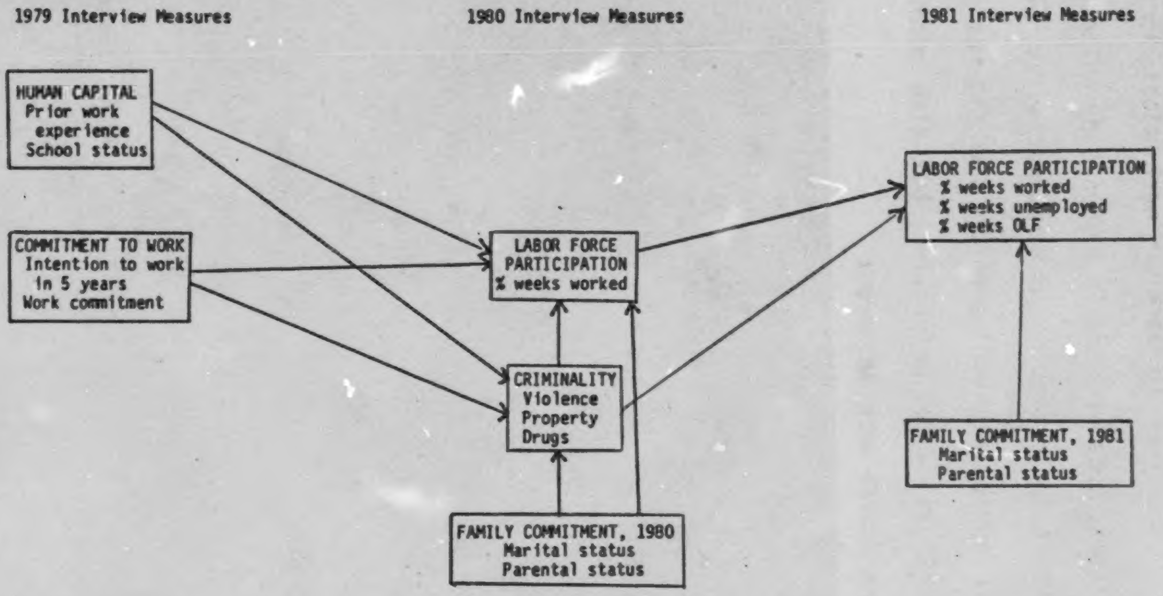

1979 Interview Measures
1980 Interview Measures
1981 Interview Measures
HUMAN CAPITAL
Prior work experience
School status
COMMITMENT TO WORK
Intention to work in 5 years
Work commitment
EXPECTED RETURN TO EMPLOYMENT
expected wage
LABOR FORCE PARTICIPATION
% weeks worked
CRIMINALITY
Violence
Property
Drugs
FAMILY COMMITMENT, 1980
Marital status
Parental status
LABOR FORCE PARTICIPATION
% weeks worked
% weeks unemployed
% weeks OLF
FAMILY COMMITMENT, 1981
Marital status
Parental status

Figure 2.2. Control Model of Employment and Crime


1979 Interview Measures
1980 Interview Measures
1981 Interview Measures
HUMAN CAPITAL
Prior work experience
School status
COMMITMENT TO WORK
Intention to work in 5 years
Work commitment
LABOR FORCE PARTICIPATION
% weeks worked
CRIMINALITY
Violence
Property
Drugs
FAMILY COMMITMENT, 1980
Marital status
Parental status
LABOR FORCE PARTICIPATION
% weeks worked
% weeks unemployed
% weeks OLF
FAMILY COMMITMENT, 1981
Marital status
Parental status

The panel design of the NLS makes available measures of employment activity, education, and family commitment over a three year period, from January 1, 1978, to the date of interview in 1981. Illegal activities were measured only in 1980. Thus, while we have crime measured at a single point, we have indicators of labor force participation before, during, and after the crime measure. The theoretical treatments of the crime-work link do not help much in determining the direction of the influence of one variable on the other: crime might reduce incentives to work or work might increase the risks of crime.[2] To some extent, this problem is lessened by using previous employment to predict both current employment and criminal activity, and current criminal activity to predict subsequent employment. The figures show variables not only by their theoretical causal priorities, but also according to the interview in which the variables were measured.

In Figure 2.1, human capital variables--prior experience and education, measured in 1979--are hypothesized to affect delinquent activity through their influence on expected returns to employment, measured by the estimated hourly rate of pay. Youth who expect higher wages, due to their accumulation of human capital, should have less incentive to turn to illegal activities. Delinquent activities are expected to be negatively related both to the expected returns to employment and by the commitment variables, which should both enhance the value of employment and increase the potential risks associated with criminal activity.

In the second model, expected returns are deleted. Human capital variables are included as indicators of commitment to the labor force, and hypothesized to have a direct effect on illegal activity, independent of their effect on employment. In both models, illegal activity is hypothesized to have a negative effect on employment.

---

[2] Originally, I tried to estimate the simultaneous relationships of delinquency and employment using various structural equation strategies. Unfortunately, due to the complexity of the model and the lack of good instrumental variables, this attempt had to be dropped.

II. RESEARCH PLAN

Universe

In order to simplify the interpretations of results, analysis will be restricted to youth who are out of school in 1980. Among students, it is expected that there will be a number of countervailing influences on work and delinquency which cannot currently be unravelled. Youth who are more committed to achievement in the labor force, for example, may be less likely to work while they are still in school, chosing instead to concentrate on their studies. Previous research demonstrates that there are paradoxical relationships between work and employment among high school students, with students who work actually more likely to participate in illegal activity (Crowley, 1981). This result was attributed to the increased independence of adult control provided by employment and its consequent income for adolescents. Youth who are out of school, on the other hand, face strong pressures to acquire adult roles through employment, marriage, or parenthood. The tradeoff between legal employment and crime should be most clear among wage earners and those who are free to seek full time employment.

The restriction of the sample to youth who are out of school also means that the analysis is largely of adult crime rather than juvenile delinquency. There is some evidence that while more juveniles are involved in illegal activities than are adults, crimes committed by adults are, on the whole, more serious than crimes committed by youngsters (Wolfgang, 1977; Hindelang and McDermott, 1979). To a large extent, youth crime no doubt represents exploratory behavior, part of growing up. Criminal activity by adults, however, may be more indicative of a stable orientation toward crime.

Analyses will be run separately by sex, since predictions of the relationships among family commitments and employment vary qualitatively between men and women. In particular, while marriage should increase commitment to the labor force for men, both marriage and, especially, parenthood, should decrease labor force participation for women. At the same time, the effects of family roles on criminal activity should have the same sign for both sexes.

Ideally, the analysis should be run separately by race, since both employment conditions and social roles vary greatly across ethnic groups. However, sample size considerations preclude further splitting of the sample. For this analysis, only whites were included, as sample size problems made estimates of the models for blacks unstable.

Exogenous variables

The NLS has no measures of attachment in the sense of direct emotional bonds between respondents and other people. Rather, there are indicators of social roles, such as marital status and presence of children in the home. These will be termed commitment variables, to emphasize that they represent role functions rather than attachments to individuals. Two areas of commitment are defined: commitment to work and commitment to family roles.

There are two indicators of commitment to work. The initial interview of the panel included items on the acceptability of several hypothetical alternatives in the case that the respondent was unable to obtain enough income to support a family. These ranged from obtaining more training in order to find a better job to going on welfare or shoplifting. Responses were combined into an index of commitment to the labor force (See Appendix 2A for exact wording of the items). While such items have not been directly applied to criminal activity, orientation to alternate sources of income has been found to be associated with labor force participation among low income youth (Goodwin, 1979). Another item asked whether the respondent expected to be working in five years. Especially for young women, this variable should tap whether the youth's labor force participation is considered to be temporary or relatively permanent.

Commitment to family was proxied by two dichotomous variables indicating whether or not the respondent was living with a spouse or living with offspring. The evidence on the effect of marital status on crime is inconsistent. In studies of released offenders, those with continuing family ties are somewhat less likely to recidivate than are others (Monahan and Klassen, 1982). On the other hand, Farrington (1982) reports little association between getting married and official arrest records or self-reported criminal behavior, although marriage did tend to reduce activities associated with crime, such as drinking and sexual promiscuity.

Standard human capital measures included in the model are prior work experience, measured in weeks, and dummy variables separating youth who were high school dropouts or still students in 1979 from youth who had graduated from high school and not received further education. These human capital indicators were measured as of the 1979 interview.[3]

Endogenous variables

A key construct in the model, setting it apart from past research, is the inclusion of expected returns to work, measured by the imputed value of hourly rate of pay.[4] It is hypothesized that, to the extent there is a relationship between human capital variables and crime, the relationship should be mediated through pay.

---

[3] Indicators of participation in training programs outside of regular school were included in earlier analyses and dropped due to lack of significance.

Crime and work are both simple concepts with complex measurement problems. Labor force participation during a given time period can be indicated by weeks worked, weeks unemployed, and weeks out of the labor force. Phillips and Votey (1981), in their analysis of aggregate data found that the distinction between being in or out of the labor force was more associated with crime rates than was the distinction between working and not working. Their interpretation was that, compared to employment rates, labor force participation rates incorporated the discouragement due to long term unemployment trends. Employment rates were more associated with short term trends. At the microeconomic level, however, the inclusion of prior work experience should capture these long term employment trends, so that the model may work better for time employed than for time out of the labor force.

Employment is measured over three time periods in the models estimated. As described above, prior experience was defined as the number of weeks worked up to the interview date in 1979. Percent of weeks worked between the 1979 interview and the 1980 interview represents approximately the period covered by the criminal activity scales.[5] Employment during this period was specified only in terms of weeks worked. The total of weeks worked during the period between interviews and weeks worked before the first interview, of course, add up to the total work experience prior to the final period.[6] There is some problem of simultaneous causation in the inclusion of weeks worked and criminal activity measures which cover the same time span, since it is possible that some of the youth were incarcerated for a period of time, necessarily limiting the number of weeks available for work. This figure should be quite small, given the infrequency with which any incarceration over the lifetime was reported by the respondents (see Crowley, 1982 for details.)

---

[4] Hourly rate of pay was estimated using one of three figures. For youth who worked at some time in 1980 or 1979, the actual wage at the current or last job was used. If 1979 wage was used, the amount was adjusted to 1980 dollars. If a youth had not worked in either 1979 or 1980, it was assumed that the expected wage was equal to the minimum wage, or $3.10 per hour. This assumption was made by reasoning that this sample has relatively few youth with advanced education, and that respondents who had not held a job in the past few years would expect to start in minimum or near-minimum wage positions.

Returns to employment include not only pay, but also such intangibles as job satisfaction and on-the-job companionship. However, none of these can be estimated for youth not currently employed. Analysis presented elsewhere in this volume (Hills and Crowley, 1982) show that job satisfaction is a function of the specific job, rather than the type of worker, so that estimations based on such factors as race, education, and experience are invalid as instruments.

Labor force participation in 1981 was defined in terms of the three major labor force statuses: weeks worked, weeks unemployed, and weeks out of the labor force. Since paths to each of these outcomes were estimated separately, the problems of multicollinearity are avoided.

So far, the discussion has treated criminal activity as a unitary construct. The NLS delinquency measures are based on a series of seventeen self-report items, separated into three subscales: property crime, violent acts, and drug use and sale.[7] The indexes were constructed to weight each type of offense approximately equally, and are used in logarithmic form to reduce the extreme skewness of the distribution. The various scaling procedures are described in the appendix. The transformations mean that the delinquency scores cannot be interpreted as actual number of illegal acts, but as a way of measuring the level of involvement of each individual in illegal activities.

---

[5] The self-report of crime form asked youth to record their level of activities over the previous 12 months. The weeks worked in 1980 index was put in percentage form because there was some variation in the number of weeks which had elapsed between interviews.

[6] There were other considerations in limiting measurement of labor force participation in 1980 to weeks worked. In predicting the next stage of the model, labor force participation in 1981, the multicollinearity of the various labor force statuses creates problems in estimating effects. Also, an already complicated analysis becomes even more complex, and it was decided to eliminate the measures of weeks unemployed and out of the labor force between the 1979 and 1980 interviews in part to simplify the problem.

[7] It should be noted that, while there is some differentiation among offense

Previous work indicates that drug use, as measured in the NLS, is positively associated with employment, no doubt as an income effect. Young people with more money to spend can afford more drugs (Crowley, 1981). Property crime, however, should fit into the model of trading off time in the labor force for time in illegal income producing activities.

Violence has been related to unemployment in two ways. Unemployment has been associated in particular with violence within the family, wife abuse and child abuse (Monahan, 1982). Bachman (1978) found that men who were high in violent behavior tended to have poorer work histories in terms of sporadic and low status jobs. Note that these two findings imply different causal directions--unemployment may lead to violence, and violent behavior may lead to employment instability.

Analysis strategy

The analysis technique selected is path analysis (Asher, 1976). This procedure involves estimating sequentially the hypothesized relationships in a model, using ordinary least squares for each set of estimators. The technique allows decomposition of direct and indirect effects of predictors on outcomes. For example, prior work experience should have a direct effect on weeks worked in 1980. Prior work experience is also a predictor of expected

---

types in the data, there is little evidence of any clear specialization by individuals. Previous research has found a similar lack of specialization among those convicted of crimes. Offenders convicted of property crimes often have a history of involvement with violence and drugs (Farrington, 1982).

wage, which in turn affects weeks worked. The total effect of experience on weeks worked in 1980 is the sum of the direct effect and the indirect effect. Further detail on the interpretation of path coefficients is given in the next section of the paper.

III. RESULTS

Distributions

Table 2.1 shows the means for the variables used in the models, separately by sex. Distinct differences appear in the amount of labor force participation reported by young men and women, with men having more prior work experience and a larger proportion of weeks worked in both 1980 and 1981. There is no increase in the percent of weeks worked from 1980 to 1981. Expected wages for women are approximately $.20 per hour less than for young men. Interestingly, there is no difference between males and females in work commitment. Over 90 percent of the young women say that they expect to be working in five years, a figure only slightly lower than the 98 percent of the young men reporting such plans.

The large percentage of young women with work plans is more striking in light of the fact that 27 percent were mothers in 1980 and in 1981 this figure had risen to 35 percent. The rates of marriage and parenthood for young men were substantially lower, although almost a third had started families of their own by 1981. The difference in family commitments no doubt reflects the continuing trend for women to marry and start families at an earlier age than do young men.[8]

---

[8] Note that parenthood and marriage are measured independently, since a number of youth have children prior to marriage. All combinations of the two variables occur with some frequency in the data.

Table 2.1 Descriptive Statistics for Variables Used in Models

	Females		Males	
	mean	std. dev.	mean	std. dev.
Prior work experience - 1979	55.89	52.88	68.55	59.04
High school dropout - 1979	0.19	0.39	0.22	0.42
Still in school - 1979	0.34	.047	0.37	0.48
Work commitment - 1979	13.08	1.87	13.14	1.88
Intention to be working in 5 years - 1979	0.91	0.29	0.98	0.13
Expected wage - 1980[a]	5.86	0.32	6.07	0.40
% weeks worked - 1970-1980	62.41	37.37	77.01	29.47
Property crime - 1980[a]	1.82	0.17	1.94	0.27
Drug use - 1980[a]	0.95	0.48	1.11	0.61
Violence - 1980[a]	1.23	0.20	1.39	0.38
Married, spouse present - 1980	0.35	0.48	0.18	0.39
Children present - 1980	0.27	0.44	0.09	0.29
% weeks worked - 1980-1981	63.51	38.77	77.76	30.94
% weeks unemployed - 1980-1981	7.80	18.05	11.77	22.62
% weeks OLF 1980-1981	28.70	37.50	10.47	22.81
Married, spouse present - 1981	0.42	0.49	0.27	0.44
Children present - 1981	0.35	0.48	0.16	0.37
Number of cases	1470		1177	

[a] Logarithmic form

Young men tend to score higher on each crime scale than do young women, but, as with other self-report instruments, the sex difference is much smaller than the sex difference observed in official court records.[9]

Path Analyses. Figures 2.3 through 2.6 show the significant paths from the regression analyses. The unstandardized coefficients are shown, with standardized coefficients in parentheses. The standardized scores can be used to assess the relative influence of predictors within any one model, while the unstandardized coefficients are more useful in making comparisons across groups.[10] Non-significant paths are not shown, in order to make the figures easier to read. The figures allow both direct and indirect effects of predictors to be traced through the model.[11] The information in the figures for the

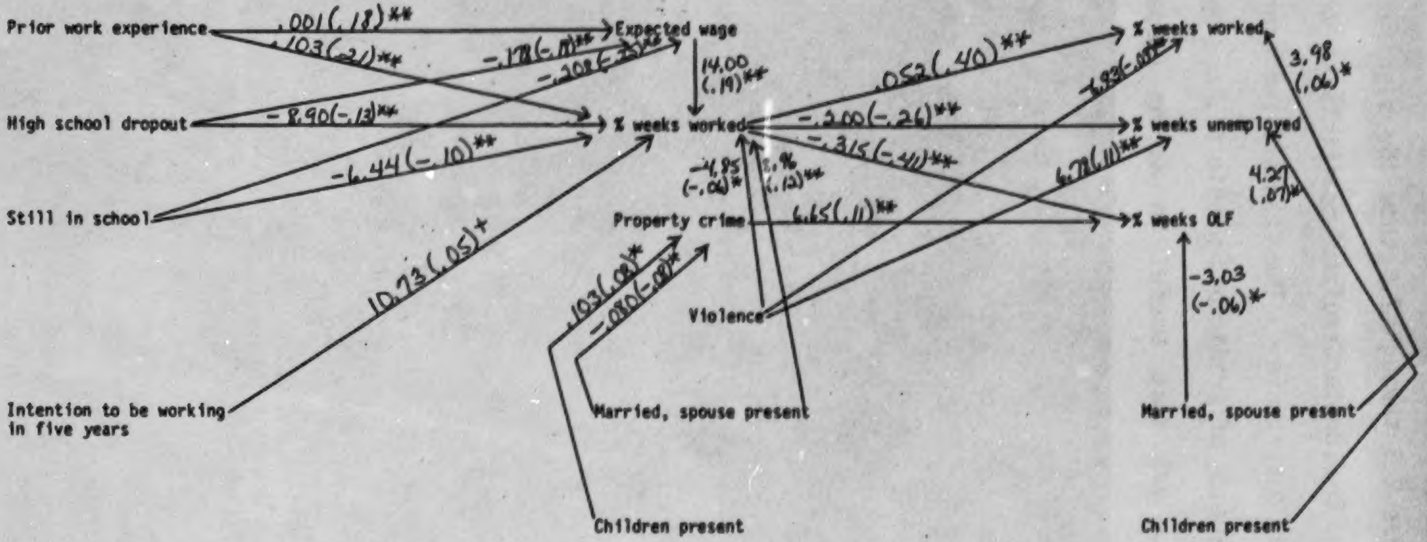
---

[9] The relative merits of self-report versus official criminal records as measures of individual criminal activity have been debated in the criminological literature, without reaching consensus. In general, self-report methods find substantially less variation in illegal activities among various demographic groups than expected based on the characteristics of the arrested population. Validation studies find self-report methods to be as sound as the usual sort of survey instrument. See Crowley, 1981, for a further discussion of this issue.

[10] Unstandardized coefficients are highly sensitive to the scale of measurement of the variables. Thus, a dichotomous variable such as school status will tend to have a large coefficient, while a continuous variable such as prior work experience will have a very small one. Standardized coefficients put all of the predictors on a scale based on the variance of the sample. Using standardized coefficients, it can be seen, for example, that prior work experience is very strongly linked to weeks worked, despite the small unstandardized coefficient. Since the variance of each predictor is likely to be different across groups, the unstandardized coefficients provide a better comparison across groups of the magnitude of the links between predictors and outcomes.

[11] To calculate indirect effects of a variable, first identify the paths from that variable to the outcome of interest through the other variables in the model. For example, prior work experience has a direct effect on weeks worked, as shown by the significant coefficient on the arrow between the two. The indirect effect of prior work experience on weeks worked is described by the path found by following the path from prior experience to expected wage, then following the path from expected wage to weeks worked. The magnitude of the indirect effect is calculated by multiplying the coefficients on the adjacent paths. Thus, for young white men the indirect

Figure 2-3. Path Analysis of Control Model for White Males

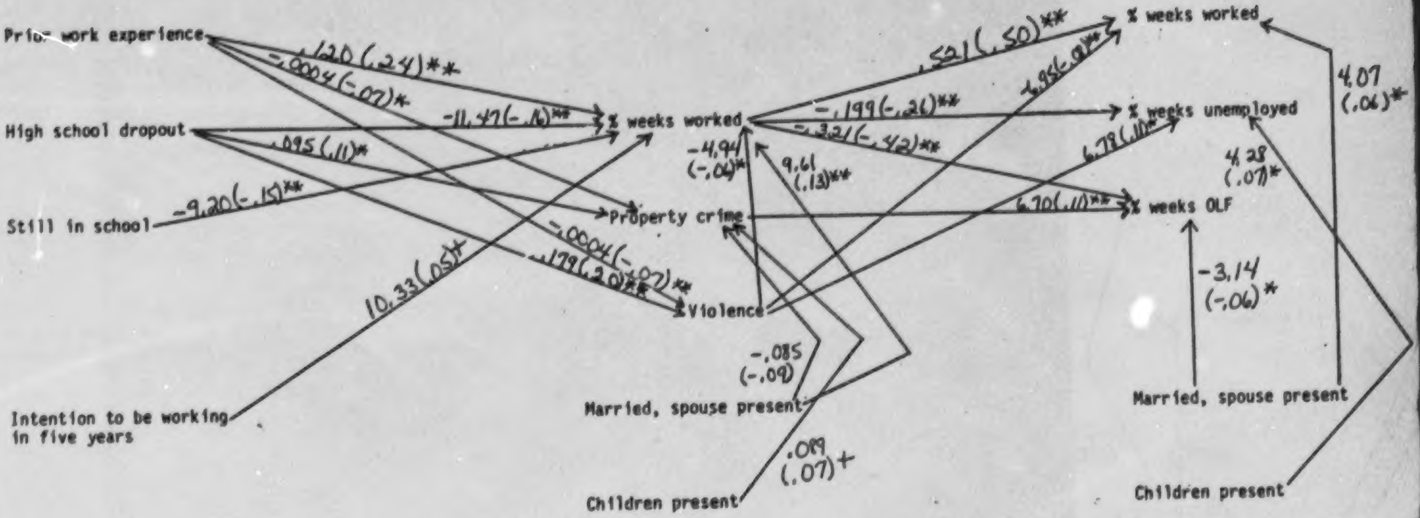

Prior work experience
.001(.18)**
.103(.21)**
Expected wage
-.178(-.11)**
-.208(-.15)**
14.00
(.19)**
High school dropout
-8.90(-.13)**
% weeks worked
Still in school
-6.44(-.10)**
10.73(.05)+
Intention to be working in five years
.052(.40)**
-.200(-.26)**
-.315(-.41)**
% weeks worked
% weeks unemployed
% weeks OLF
-4.85
(-.06)*
8.96
(.12)**
Property crime
6.65(.11)**
3.93(-.05)**
6.78(.11)**
.103(.08)*
-.080(-.08)*
Violence
Married, spouse present
Children present
3.98
(.06)*
4.27
(.07)**
-3.03
(-.06)*
Married, spouse present
Children present

UNIVERSE: Nonenrolled civilians age 18-23 on interview date. N = 1177

[a]Unstandardized path coefficients presented, standardized coefficients in parentheses.

+ $p < .10$
* $p < .05$
** $p < .01$

Figure 2-4. Path Analysis of Commitment Model for White Males

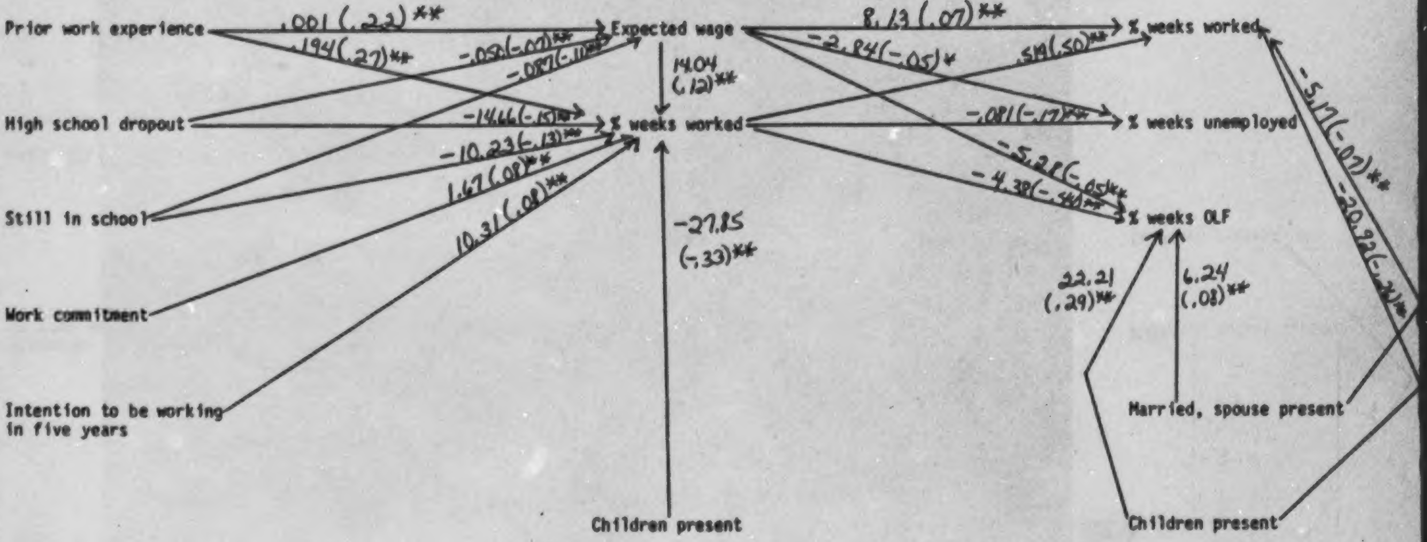

Prior work experience
High school dropout
Still in school
Intention to be working in five years
% weeks worked
Property crime
% Violence
Married, spouse present
Children present
% weeks worked
% weeks unemployed
% weeks OLF
Married, spouse present
Children present
.120(.24)**
-.0004(-.07)*
-11.47(-.16)**
.095(.11)*
-9.20(-.15)**
10.33(.05)+
-.0004(-.07)**
.179(.20)**
-4.94
(-.04)*
9.61
(.13)**
-.085
(-.09)
.089
(.07)+
.521(.50)**
4.95(.09)**
-.199(-.21)**
-.321(-.42)**
6.78(.11)*
6.70(.11)**
4.07
(.06)*
4.28
(.07)*
-3.14
(-.06)*

UNIVERSE: Nonenrolled civilians age 18-23 on interview date. N = 1177

[a] Unstandardized path coefficients presented, standardized coefficients in parentheses.

+ $p < .10$
* $p < .05$
** $p < .01$

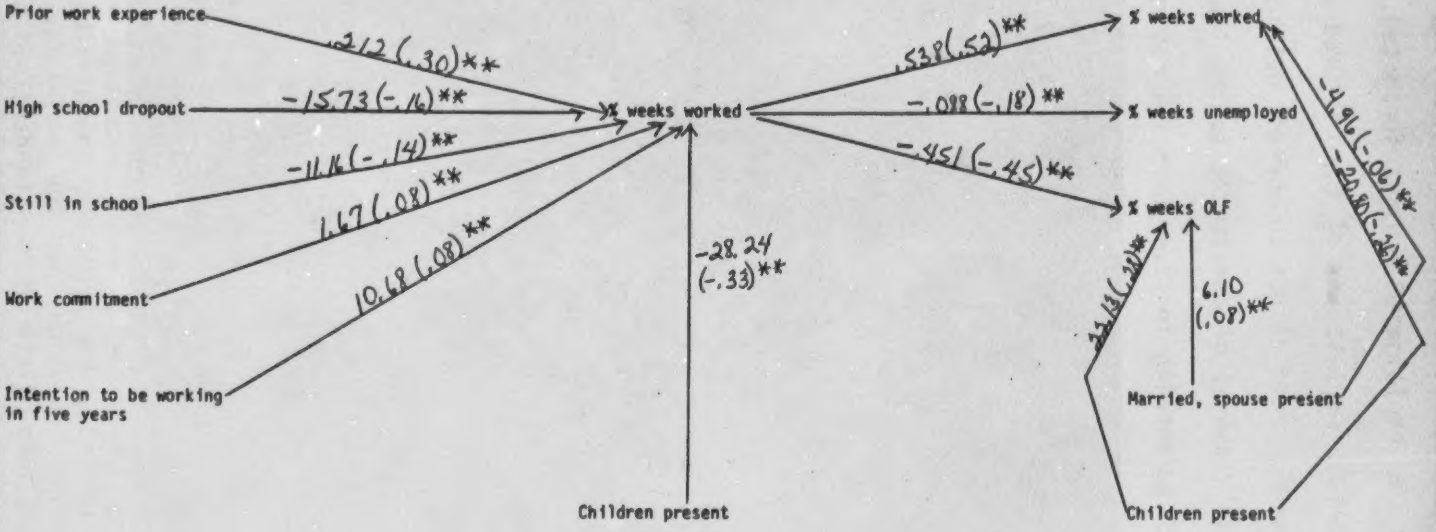
Figure 2-5. Path Analysis of Control Model for White Females


Prior work experience
High school dropout
Still in school
Work commitment
Intention to be working in five years
Expected wage
% weeks worked
Children present
% weeks worked
% weeks unemployed
% weeks OLF
Married, spouse present
Children present
.001 (.22)**
.194 (.27)**
-.050 (-.07)**
-.087 (-.11)**
-14.66 (-.15)**
-10.23 (-.13)**
1.67 (.08)**
10.31 (.08)**
14.04 (.12)**
-27.85 (-.33)**
8.13 (.07)**
-2.84 (-.05)*
.519 (.50)**
-.081 (-.17)**
-5.28 (-.05)**
-4.38 (-.54)**
22.21 (.29)**
6.24 (.08)**
-5.17 (-.07)**
-20.92 (-.24)*

UNIVERSE: Nonenrolled civilians age 18-23 on interview date. N = 1470

[a] Unstandardized path coefficients presented, standardized coefficients in parentheses.
+ $p < .10$
* $p < .05$
** $p < .01$

Figure 2-6. Path Analysis of Commitment Model for White Females


Prior work experience
.212 (.30)**
High school dropout
-15.73 (-.16)**
Still in school
-11.16 (-.14)**
Work commitment
1.67 (.08)**
Intention to be working in five years
10.68 (.08)**
% weeks worked
-28.24 (-.33)**
Children present
.538 (.52)**
% weeks worked
-.098 (-.18)**
% weeks unemployed
-.451 (-.45)**
% weeks OLF
-4.96 (-.06)**
-20.80 (-.26)**
23.13 (.28)**
6.10 (.08)**
Married, spouse present
Children present

UNIVERSE: Nonenrolled civilians age 18-23 on interview date. N =1470

[a] Unstandardized path coefficients presented, standardized coefficients in parentheses.

+ p < .10

* p < .05

** p < .01

male sample is summarized in Table 2.2.

Results for Young Men. Figure 2.3 shows the results for the economic model for young men. The hypothesis that delinquency and work are linked through expected returns to employment is not supported. There is no significant path from expected wage to any of the measures of illegal behavior. However, if the economic model is not supported, neither is the control model, at least in terms of measures of commitment to the labor market. Work commitment and intention to be working in five years are not related to any of the crime scales.

Marital status and the presence of children in the home are related to property crime. As expected, married men are less likely to participate in property offenses. However, the positive association between having a child in the home and property crime is contrary to the commitment hypothesis.

Violent activity is the only one of the crime indexes associated with significantly fewer weeks worked during the period over which the illegal activities were measured. However, both violence and property crimes were significantly associated with labor force participation measured in the following year. That is, young men who report more involvement in violent activities in 1980 tend to report fewer weeks worked and more weeks unemployed in the following year than do their more peaceable counterparts, while youths

---

effect of prior experience on weeks worked in 1980 is:

$$.001 * 14.00 = .014$$

The total effect is simply the sum of the direct effect and all of the indirect effects linking the predictor variable with the outcome. Roughly speaking, the interpretation of the indirect path goes like this: An increase of ten weeks in the number of prior weeks of experience increases the expected wage by one cent (.001 * 10 =.01). An increase of one cent in the young men's expected wage increases the percent of weeks worked by .14 (.01 * 14.00 = .14). Thus, by increasing the expected wage, increased work experience increases subsequent weeks worked. The analogous calculation could be made using standardized coefficients, in which case the real-world units (dollars and weeks) would be converted into points on the standardized scales.

with higher reported levels of property crime spend a larger percentage of their time out of the labor force relative to other young men. There is an additional, indirect effect of violence on labor force participation, since violent men tended to work less in 1980, and the lower level of prior experience is associated with fewer weeks worked, more unemployment, and more time out of the labor market. Since there was no significant relationship between property crime and weeks worked in 1980, there is no significant indirect link between property crime and labor force participation in the following period.

Figure 2.4 shows the coefficients estimated for young men using the control model. For the young men, the human capital variables, experience and educational status do have direct effects on both the property crime and violence scales.

Only the violence index is linked with weeks worked in 1980. The link between violent behavior and employment persists, as shown by the paths between violent behavior in 1980 and weeks worked and weeks unemployed in 1981. The results shown in the rest of the figure echo those discussed above for the economic model.

The magnitude of employment effects for young men of human capital, commitment, and delinquency are further described in Table 2.2, which shows the direct, indirect, and total effects of each variable used to predict the labor market outcomes of the model.[12] In the control model, prior experience and school status are linked to employment through the violence scale, but these indirect effects are small. Using the economic model, it appears that a substantial proportion of the effect of the school variables on weeks worked is through their effect on expected wage.

---

[12] There were no significant relationships with any of the crime scales for young women, so the comparable table for them is not shown.

Table 2.2 Direct and Indirect Effects of Predictor Variables on Labor Force Participation, White Males

	Type of Effect					
	Direct		Indirect		Total	
	B	Beta	B	Beta	B	Beta
I. Economic Model						
A. Percent Weeks Worked, 1980						
Prior Experience	.103	.21	.014	.03	.117	.24
School Status						
Dropout	-8.90	-.13	-2.49	-.04	-11.39	-.17
Student	-6.44	-.10	-2.91	-.05	-9.35	-.15
Graduate	-	-	-	-	-	-
Work Commitment	ns	ns	ns	ns	ns	ns
Intention to Work	10.73	.05	ns	ns	10.73	.05
Expected Wages	14.00	.19	-	-	14.00	.19
Criminal Activity						
Property	ns	ns	-	-	ns	ns
Drugs	ns	ns	-	-	ns	ns
Violence	-4.85	-.06	-	-	-4.85	-.06
Married, 1980	8.96	.12	ns	ns	8.96	.12
Parent, 1980	ns	ns	ns	ns	ns	ns
B. Percent Weeks Worked, 1981						
Expected Wage	ns	ns	.728	.09	.728	.09
%Weeks Worked, 1980	.052	.40	-	-	.052	.49
Illegal Activities						
Property	ns	ns	ns	ns	ns	ns
Drugs	ns	ns	ns	ns	ns	ns
Violence	-6.93	-.09	-.252	-.03	-7.18	-.12
Married, 1981	3.98	.06	-	-	3.98	.06
Parent, 1981	ns	ns	ns	ns	ns	ns
C. Percent Weeks Unemployed, 1981						
Expected Wage	ns	ns	-2.80	-.05	-2.80	-.05
%Weeks Worked	-.200	-.26	-	-	-.200	-.26
Illegal Activites						
Property	ns	ns	ns	ns	ns	ns
Drugs	ns	ns	ns	ns	ns	ns
Violence	6.78	.11	.97	.02	7.75	.13
Married, 1981	ns	ns	-	-	ns	ns
Parent, 1981	4.27	.07	-	-	4.27	.07

Table 2.2 continued

	Type of Effect					
	Direct		Indirect		Total	
	B	Beta	B	Beta	B	Beta
D. Percent Weeks Out of Labor Force, 1981						
Expected wage	ns	ns	-4.41	-.07	-4.41	-.07
%Weeks Worked, 1980	-.315	-.41	-	-	.315	-.41
Illegal Activites						
Property	6.65	.11	ns	ns	6.65	.11
Drugs	ns	ns	ns	ns	ns	ns
Violence	ns	ns	1.52	.02	1.52	.02
Married, 1981	-3.03	-.06	-	-	-3.03	-.06
Parent, 1981	ns	ns	ns	ns	ns	ns
II. Commitment Model						
A. Percent Weeks Worked, 1980						
Prior Experience	.120	.24	.002	.00	.122	.24
School Status						
Dropout	-11.47	-.16	-.884	-.01	-12.35	-.17
Student	-0.20	-.15	ns	ns	-9.20	-.15
Graduate	-	-	-	-	-	-
Work Commitment	ns	ns	ns	ns	ns	ns
Intention to Work	10.33	.05	ns	ns	10.33	.05
Criminal Activity						
Property	ns	ns	-	-	ns	ns
Drugs	ns	ns	-	-	ns	ns
Violence	-4.94	-.06	-	-	-4.94	-.06
Married, 1980	9.61	.13	ns	ns	9.61	.13
Parent, 1980	ns	ns	ns	ns	ns	ns
B. Percent Weeks Worked, 1981						
Weeks Worked, 1980	.521	.50	-	-	.521	.50
Illegal Activities						
Property	ns	ns	ns	ns	ns	ns
Drugs	ns	ns	ns	ns	ns	ns
Violence	-6.95	-.08	-2.57	-.03	-9.52	-.11
Married, 1981	4.07	.06	-	-	4.07	.06
Parent, 1981	ns	ns	-	-	ns	ns

Table 2.2 continued

	Type of Effect					
	Direct		Indirect		Total	
	B	Beta	B	Beta	B	Beta
C. Percent Weeks Unemployed, 1981						
%Weeks Worked, 1980	-.199	-.26	-	-	-.199	-.26
Illegal Activities						
Property	ns	ns	ns	ns	ns	ns
Drugs	ns	ns	ns	ns	ns	ns
Violence	6.78	.11	.983	.02	7.76	.13
Married, 1981	ns	ns	-	-	ns	ns
Parent, 1981	4.28	.07	-	-	4.28	.07
D. Percent Weeks, OLF, 1981						
%Weeks Worked, 1980	-.321	-.42	-	-	-.321	-.42
Illegal Activities						
Property	6.70	.11	ns	ns	6.70	.11
Drugs	ns	ns	ns	ns	ns	ns
Violence	ns	ns	1.59	.03	1.59	.03
Married, 1981	-3.14	-.06	-	-	-3.14	-.06
Parent, 1981	ns	ns	ns	ns	ns	ns

UNIVERSE: White male civilians, not enrolled in school 1981, 18 years old or older, N= 1177

- : coefficient not calculated as part of model

ns: coefficient not significant at .10 level

Violent behavior has a negative effect on subsequent employment, both directly and through the negative relationship with weeks employed in 1980. About one quarter of the total effect of violent behavior on subsequent weeks worked is due to the reduction in weeks worked in 1980. Similarly, violence seems to increase the percent of weeks unemployed both directly and through reducing work experience. The indirect effects of violence on time unemployed or out of the labor force are relatively small. Since property crime is apparently unrelated to weeks employed, there is no significant indirect effect of property violations on subsequent labor force activities.

Marital status has the predicted effects on employment, reducing time out of the labor force and increasing weeks worked. The presence of children, however, is associated with more time unemployed.

While expected wage in 1980 has a substantial indirect effect upon subsequent labor force participation, leaving this out of the model, as done in the commitment analysis, makes no substantial change in any of the estimated coeficients, so that the second panel of Table 2.2, the commitment model, tells essentially the same story as the first panel, the economic model.

Results for young women. For young women, the crime scales are neither predicted by variables in the model nor predictive of other outcomes. Ironically, it is among young women that the commitment variables explain employment, although there are no significant relationships with any of the crime scales. Children exert a very strong dampening effect on employment in both 1980 and 1981, while marriage is significant only in the latter year. The magnitudes of the coefficients linking the human capital variables to employment are somewhat smaller for the young women than for the young men, but all estimates are of the same general order of magnitude.

IV. DISCUSSION

The lack of relationship between the predictor variables and crime among young women may be due to the relative infrequency of illegal activities among females, or to a real sex difference in the etiology of crime, such that traditional theories based on male samples are simply invalid for females. In any case, there is no hint in the data about the causes of crime among women. The data simply replicate the known deterrent effects of young children on maternal employment.

The relationship for young men between crime and employment appears to vary both by type of offense and by the measure of labor market participation. The pattern seems to imply less a substitution of income than a matter of lifestyle.

The interpretation of these patterns may hinge on the relationships between the types of choices involved in defining labor force status. The distinction between OLF and LFP is basically one of self-definition: an individual decides to seek work or to pursue other activities. Once having decided to look for work, the individual may or may not find an acceptable job, and may or may not be able to hold a job once one has been found. Presumably, then, the distinction between employed and unemployed is determined both by individual choice and by the availability of jobs in the local labor market.[13]

Violent crime is not associated with weeks OLF, implying that there is no link with the decision to enter the labor market. Apparently, however, violence is associated with difficulty in getting or holding a job, resulting in more time unemployed and less time working. It seems likely that men who are prone to involvement in fights and assaults would not limit their aggressive behavior to off-work times, making them less desirable as employees. If, as has been suggested (Berkowitz, 1980), violent behavior is largely impulsive, violent men may also be more likely to quit jobs in response to frustrations than are more controlled, less violent men.

---

[13] Of course, these distinctions are more heuristic than real. In particular, the lack of suitable job opportunities for youth may lead to giving up on job search, so that the OLF status is not entirely optional.

There is some evidence for a crime-employment link in the effect of property crime on being out of the labor force in 1981. Note that there is no association with either time employed or time unemployed, suggesting that the crucial factor is the decision not to participate in the conventional labor market, not merely the lack of a paying job. Since having less work experience and being a high school dropout in 1979 were significant predictors of property crime, there is some encouragement for further exploration.

The presence of children in the home was, as expected, a strong deterrence to employment for young women. However, the effects of parenthood on young men were quite unexpected. Having a child seems to be associated with higher levels of property crime and greater time unemployed and, indirectly, greater time out of the labor force. Currently, there is nothing in either the data or in standard theories of crime to explain this pattern. Relatively few young men have started families at this early age, and it may be that there are general lifestyle differences captured by the parenthood variable for young men which are associated with higher levels of property crime and unemployment.

It is tempting to interpret the overall findings as evidence that the employment-crime link is, for young men, a matter more of lifestyle than of economic rationality. Employment and unemployment among young people are in part due to forces out of the range of the youth--economic conditions, layoffs, inability to find a job. However, being out of the labor force as opposed to in the labor force is more a matter of free choice. Men with a tendency to engage in violent behavior do not seem more or less likely than others to choose to be OLF, but they may have difficulty in keeping a job, whether their leaving is through quitting or being fired. Young men who engage in property crimes, however, may be involved in a different lifestyle, of early fertility and time spent out of the conventional labor force. These interpretations are highly speculative, but seem to be consistent with the emerging evidence on the etiology of crime.

APPENDIX 2A

I. MEASURES OF CRIME

The primary indicators of illegal activity are derived from a self-report delinquency instrument developed for the NLS. Items are listed in Table 2.A1 along with means and standard deviations by sex. Because NLS interviews are conducted in the respondent's home, there is no way to guarantee that answers to questions about criminal behavior will not be overheard by family members or other persons. To maximize privacy of responses, the delinquency items were listed on a questionnaire form which was filled out and sealed in an envelope by the respondent, then given to the interviewer. To reduce the time necessary to fill out the form and to further assure the respondent of confidentiality, response brackets were provided, rather than asking for actual frequencies. Response categories are also listed on Table 2.A1.

The items in the NLS self-reported criminal activity instrument were analyzed for empirical typologies, using factor and cluster techniques. Excluding the status items, three groups of offenses emerged: property crime, drug use and sale, and assault. The items included in each group are indicated in Table 2.A1.

It has been observed that the proportion of youth participating in a particular type of offense declines as the offense becomes more serious. Creating summary scales using simple sums could result in a youth who has committed ten armed robberies being counted as less delinquent than a youth who admits to ten petty thefts, clearly a distortion of the desired result. Before creating the delinquency scales, scores on each individual item were standardized, a constant was added to eliminate negative scores, and the resulting scores summed across the offenses included in the scale. This procedure assured that each offense would have approximately equal weighting within the scale. For the multivariate analyses, a logarithmic transformation was applied to reduce the skew of the variables while preserving the ordinal relationships within the sample.

Table 2.A1 Items on Self-Reported Delinquency Index

Abbreviated title	Item[a]	Sub-scale[d]	Mean	Standard deviation	Percent zero
1. Runaway[b]	Run away from home?		.21	1.52	90
2. Truant[b]	Skipped a full day of school without a real excuse?		3.81	9.27	53
3. Drinking[b]	Drank beer, wine or liquor without your parents' permission?		10.31	15.82	39
4. Vandalism[c]	Purposely damaged or destroyed property that did not belong to you?	P	.75	3.62	82
5. Fighting	Gotten into a physical fight at school or work?	V	.98	3.91	72
6. Shoplifting	Taken something from a store without paying for it?	P	1.15	4.57	74
7. Petty theft	Other than from a store, taken something not belonging to you worth under $50?	P	.75	3.56	82
8. Grand theft	Other than from a store, taken something not belonging to you worth over $50?	P	.23	2.40	95
9. Robbery	Used force or strong arm method to get money or things from a person?	V	.22	2.31	95
10. Assault	Hit or seriously threatened to hit someone?	V	1.84	6.24	64
11. Aggravated assault	Attacked someone with the idea of seriously hurting or killing them?	V	.47	3.58	90
12. Using marijuana	Smoked marijuana or hashish (pot, grass, hash)?	D	11.21	18.64	54
13. Using hard drugs	Used any drugs or chemicals to get high or for kicks, except marijuana?	D	2.48	8.53	82
14. Selling	Sold marijuana or hashish?	D	1.33	6.53	90

Table 2.A1 (continued)

Abbreviated title	Item[a]	Sub-scale[d]	Mean	St. deviation	Percent zero
15. Selling hard drugs	Sold hard drugs such as heroin, cocaine, LSD (total number of all drug sales)	D	.29	3.17	98
16. Fraud	Tried to get something by lying to a person about what you would do for him, that is, tried to con someone?	P	1.10	4.99	78
17. Auto theft	Taken a vehicle for a ride or drive without the owner's permission?		.30	2.32	92
18. Breaking and entering	Broken into a building or vehicle to steal something or just to look around?	P	.26	2.71	94
19. Fencing	Knowingly sold or held stolen goods?	P	.49	3.23	89
20. Gambling	Helped in a gambling operation, like running numbers or policy or books?		.21	2.62	98

[a] Response categories were never, once, twice, 3-5 times, 6-10 times, 11-50 times, more than 50.

[b] Items 1-3 are status offenses, only illegal for minors. UNIVERSE: Civilians age 15-17 on interview date (N=11,248,900).

[c] Items 4-20 were asked of the total sample. UNIVERSE: Civilians age 15-23 on interview date (N=31,559,800).

[d] Item included in indicated scale: P = Property, V = Violence, D = Drugs.

GLOSSARY

Children present - Two dichotomous scales coded 1 if R was living with own children at the time of the 1980 or 1981 interviews.

Drug use - Scale of R's involvement in use of marijuana, use of hard drugs and sale of marijuana. Scores standardized and normalized as for property crime.

Expected wage - Log form of hourly rate of pay at current job at 1980 interview or, if unavailable, hourly rate of pay from current job 1979 interview adjusted for inflation, or, if unavailable 1980 minimum wage ($3.10)

High school dropout - Dichotomous variable coded 1 if R had dropped out of high school at the time of 1979 interview.

Intention to be working in 5 years - Single item coded 1 if R intends to be working in 5 years.

Married, spouse present - Two dichotomous scales coded 1 if R was married and living with the spouse at time of the 1980 or 1981 interviews.

Prior work experience - Number of weeks of civilian or military experience between Jan. 1, 1978 or year R turned 18 (whichever was earlier) and the 1979 interview.

Property crime - Scale of R's involvement in property crime such as theft, breaking and entering, etc. during 12 months preceding 1980 interview. Frequency scores were standardized to adjust for seriousness and a logrithmic transformation, applied to normalize the distribution.

Still in school - Dichotomous variable coded 1 if R was enrolled in high school or college at the time of the 1979 interview.

Violence - Scale of R's involvement in violence such as fighting and assault. Scores standardized and normalized as for property crimes.

Work committment - Scale indicating R's intentions if unable to earn enough to support the family. Values range from 5 to 15. A high score indicates R would get more education or training and not apply for food stamps, go on welfare or shoplift.

% weeks OLF - 1981 - Percentage of week between the 1980 and 1981 interviews that R was out of the labor force.

% weeks unemployed - 1981 - Percentage of weeks between the 1980 and 1981 interviews that R was unemployed.

% weeks worked - 1981 - Percentage of weeks between the 1980 and 1981 interviews that R was working.

% weeks worked 1980 - Percentage of weeks between the 1979 and 1980 interviews that R was working.

REFERENCES

Asher, H.B. 1976. Causal Modeling. Beverly Hills: Sage Publications.

Bachman, J. G. 1978. Delinquent behavior linked to educational attainment and post-high school experiences. Paper presented to Law Enforcement Assistance Administration Conference on the Correlates of Crime and the Determinants of Criminal Behavior, Rosslyn, Virginia

Berkowitz, L. 1980. Is criminal violence normative behavior?: Hostile and instrumental aggression in violent incidents. in Criminology Review Yearbook, Volume 2, edited by E. Bittner and S. L. Messinger, pp. 387-400. Beverly Hills: Sage Publications.

Crowley, J.E. 1981. Delinquency and employment: Substitutions or spurious association. Paper presented at the Annual meetings of the American Society of Criminology, November 1981, Washington, D.C.

__________ 1982. "Delinquency and Employment: Substitution or Spurious Association." In Pathways to the Future, Vol. II, edited by M.E. Borus. Columbus, Ohio: The Center for Human Resource Research.

Farrington, D.P. 1982. "Longitudinal Analyses of Criminal Violence." In Criminal Violence, edited by Marvin E. Wolfgang and Neil A Weiner, pp. 171-200. Beverly Hills: Sage Publications.

Glaser, D. 1978. "Coping with socio-cultural causes of youth unemployment and crime." In The American University Law School, Crime and Employment Issues: A collection of policy relevant monographs, pp. 53-65. Report to the U.S. Department of Labor.

Goodwin, L. 1979. The Social Psychology of Poor Youth as Related to Employment. Paper submitted to Vice President Walter Mondale's Task Force on Youth Employment.

Hindelang, M.J. 1973. Causes of delinquency: A partial replication and extension. Social Problems 20: 471-487.

Hindelang, M.J., Hirschi, T. and Weis, J.G. 1981. Measuring Delinquency. Beverly Hills: Sage Publications

Hindelang, M.J. and McDermott, M.J. 1979. "Juvenile Criminal Behavior: An Analysis of rates and victim characteristics." Analysis of National Crime Victimization Survey Data to Study Serious Delinquent Behavior, Monograph 2, Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Hirschi, T. 1969. Causes of Delinquency. Berkeley: University of California Press.

McGahey, R.M. 1981. Labor market structure, the economic choice model and crime. Paper presented at the 1981 American Economics Association meetings.

Minor, W.W. 1977. "A deterrence-control theory of crime." In Theory in Criminology: Contemporary Views, edited by Robert F. Meier, pp. 117-137. Beverly Hills: Sage Publications.

Monahan, J. and Klassen, D. 1982. "Situational approaches to understanding and predicting individual violent behavior." In Criminal Violence, edited by Marvin E. Wolfgang, and Neil A Weiner, pp. 292-319. Beverly Hills: Sage Publications.

Myers, S.L., Jr. 2980. The rehabilitaion effect of punishment. Economic Inquiry 18: 353-366.

Phillips, L. and Votey, H.L., Jr. 1981. The Economics of Crime Control. Beverly Hills: Sage Publications.

Witte, A.D. Estimating the economic model of crime with individual data. Quarterly Journal of Economics, forthcoming.

Wolfgang, M.E. 1977. From boy to man - from delinquency to crime. Paper presented to the National Symposium on the serious offender, September 1977, at Department of Corrections, Minneapolis, Minnesota.

CHAPTER 3

INFORMAL PEER NETWORKS AS AN INTEGRATIVE AND SOCIAL CONTROL MECHANISM

By Ronald D'Amico*

I. INTRODUCTION

The operation of the formal status systems of high schools has been the object of a mass of careful research for several decades now. The determinants of grade achievement and curriculum tracking, not to mention eventual educational attainment, have all been painstakingly investigated in a literature too voluminous to begin to cite. By contrast, the informal status systems of high schools have been comparatively neglected. Such an imbalance is unfortunate, since inferential evidence indicates that peer interactions are a central preoccupation of adolescents and lead to the emergence of an adolescent subculture competing for youths' allegiance. Coleman (1961) points out that this adolescent society constitutes a well-developed social system; participation in this society provides adolescents with a sense of belonging and an orientation to the external world. Indeed, while youth are concerned with the evaluations of parents and teachers, Coleman emphasizes the primary importance youth attach to the opinions and judgments of fellow students. This chapter contributes to an understanding of the consequences of participation in these high school peer networks. Drawing upon social control and related theories, this study argues that participation in the school's informal social system, whether in clubs and organizations or less structured associations, has important consequences for the formation of educational aspirations and the commission of delinquent behaviors.

---

*Special thanks to Paula Baker for excellent research assistance, to Joan Crowley for making her construction of the delinquency subscales available, to members of a Center for Human Resources seminar for helpful comments, and to Sherry Stoneman McNamara for excellent clerical help.

71

II. IMPORTANCE OF PEER INVOLVEMENT

Establishing a niche in youth society and gaining the acceptance of peers looms as a major preoccupation of high school students. Indeed, Gordon (1957) suggests that the dominant motivation of students is to achieve and maintain status in the high school's informal rather than formal social system. Given this, the consequences of integration in--or exclusion from--these peer networks must be considerable. Coleman, for example, finds that failure to be named as "friend" by any of one's high school classmates markedly increases the respondent's proclivity to "rather be someone else." However, systematic research following up Coleman's early insights has been spotty. The earliest efforts focused on Coleman's suggestion that participation in high school athletics conferred unique advantages for achieving status in the youth culture. The research question posed was whether such participation fostered or hindered the achievement of the educational objectives of the high school. Encouragingly, Rehberg and Schafer (1968) found a positive association between athletic endeavors and educational aspirations.

Subsequent work expanded the research objective by asking whether non-athletic extracurricular participation has effects which parallel those of athletics. Spady (1970) found that high school athletes have higher educational aspirations than non-participants but no higher levels of educational attainment; those who participate in non-athletic extracurricular activities, by contrast, actually attain higher levels of education. Similarly, Hanks and Eckland (1976) found few effects of athletics on either grades or educational attainment, but substantial effects on both these outcomes for non-athletic participation. Extending this work to additional outcomes, Otto (1976) and Otto and Featherman (1975) find that extracurricular involvement (they did not distinguish by type of activity) has important independent effects on educational and adult occupational attainments and also mediates some of the effects of background socioeconomic status on these outcomes. Moreover, they showed such participation to vary inversely with feelings of self-estrangement and powerlessness in adulthood. Elsewhere, in work which closely parallels what is attempted in this paper, Landers and Landers (1978) found that athletic and non-athletic forms of extracurricular participation are equally effective in reducing the incidence of juvenile delinquency.

The reason for the piecemeal fashion with which work in this area has proceeded doubtless partly derives from the absence of any explicit theoretical model guiding the selection of dependent variables or the operationalization of the key independent variables (though exceptions could be noted; see, for example, Otto and Featherman, 1975). Indeed, the authors of many of the articles cited above are agnostic with respect to the processes mediating the effects of athletic or non-athletic extracurricular participation on outcomes. Cited as possible intervening mechanisms include the role that participation may play in binding youth to the school success structure; fostering self-confidence, competitiveness, cooperativeness or persistence; providing a release from tension, practice in interpersonal skills or peer status; and so on (see Otto and Alwin, 1977, for an attempt to decide between two of these possibilites).

Social control theory provides one framework for organizing our thinking about these issues. According to this paradigm, socially desirable behaviors occur--and deviance is prevented--to the extent that an individual has strong interpersonal attachments. Such ties bind persons to the social structure and serve to orient them to conventional activities.

The importance of social integration has, of course, been recognized in a long and fruitful tradition in sociology at least since Durkheim's Suicide (1897). The reason for integration's reputed relevance for a gamut of outcomes derives from the presumed need for individuals to feel a sense of belonging for healthy psychic functioning. Thus, youth who experience the cohesion that comes from peer interactions should be in a stronger position to weather the "normative crises" (Offer, 1973) associated with adolescence. The role of interaction in schools in this regard should assume heightened importance for youth, since modern society has witnessed a weakening of familial and neighborhood ties.

Social control theory formalizes these observations in a model of juvenile delinquency. Abstracting from the writings of Hirschi (1969) and others (e.g., Reiss, 1951), delinquent behavior is thought to be most likely for those individuals with weak ties to the conventional moral order. Proponents of this theory point to various mechanisms in providing attachments, but all share the commonality of emphasizing involvement in and attachment to conventional groups and institutions, including the family, the school, and peer groups (Elliott, et al., 1979). Put another way, the essence of deterrence is seen to derive from the attachment of the individual to others. Such attachment engenders involvement in conventional activities and commitment to dominant societal values.

Given the psychic importance for youth in involvement in the adolescent society, and their waning attachment to family, the extent of participation in informal peer networks at school should reflect the effectiveness of a youth's social control networks. Moreover, despite the rebelliousness that often ostensibly occurs in schools, interaction within a school environment might be particularly beneficial from a social control standpoint. While acknowledging that the youth culture tends to generate its own value structure in schools, Hanks and Eckland (1976) and Schwartz and Merten (1967) suggest that these values are not at odds with the goals or purposes of educational institutions. On the contrary, by virtue of taking place within a societally sanctioned and institutionalized setting, youth activities that occur within school might generally have an aura of legitimacy that may or may not apply to youth interactions outside this setting. Accordingly, peer interactions within schools are deemed to operate as particularly effective social control mechanisms.

Aside from attachment to other individuals, social control also derives from involvement in and commitment to conventional social institutions, of which schools may be the most salient for high school adolescents. Individuals who express positive sentiments toward their schools presumably embrace the goals of the educational system and accept the legitimacy of the school's authority structure. Such an orientation should reflect the degree to which these students have internalized the norms of the schools and use them as directives for action. Thus, according to social control theory, attachment, involvement and commitment to schools should also serve to deter juvenile delinquency among youth.

The above considerations can be formalized in the following two testable propositions: 1) the greater the degree of the respondent's integration and participation in the youth culture the less likely the respondent should be to commit delinquent acts; 2) the more positive the youth's sentiments towards his or her school, the less likely he or she should be to commit delinquent acts.

Moreover, since social control theory postulates that societal bonds deter delinquency at least partially by channeling youth energies to conventional and normatively sanctioned pursuits, the following two hypotheses will also be examined: 3) the greater the degree of the respondent's integration and participation in the youth culture, the higher should be the youth's educational aspirations; 4) the more positive the youth's sentiments towards his or her school, the higher should be the youth's educational aspirations.

After describing the data and measurement strategies we will next evaluate these four hypotheses.

III. DATA AND METHODS

Data for this study are taken primarily from the National Longitudinal Surveys of the Labor Market Experience of Youth (NLS), which contains extensive information on the attitudes and behaviors of over 12,000 American youth. Respondents were first interviewed in 1979 when they were 14-21 years old, and have been reinterviewed annually since that time. The analysis in this paper is restricted to those respondents who were enrolled in high school at the time of the 1981 survey date.

From a measurement standpoint, operationalizing social integration is not straightforward with this or any other large, representative data set. The reliance of previous empirical research in this area on participation in athletic or non-athletic extracurricular activities seems inadequate from the standpoint of the theoretical model outlined above. This is because restricting analytic attention to extracurricular participation precludes an assessment of the important role that social integration more generally may play. This omission seems particularly troublesome given that social class and sex differences in levels of participation in formal organizations are pronounced (Hodge, 1970; Hodge and Treiman, 1968; Coleman, 1961). Moreover, Coleman (1961) makes clear that integration into the adolescent society need not imply participation in formal clubs or organizations; acceptance by one's peers can also derive from personality characteristics, success with the opposite sex, athletic prowess, and so on. Accordingly, it makes sense to focus analytic attention on the consequences of participation in the high school adolescent culture without regard for whether or not it reflects involvement in extracurricular or less formal associations.

Perceived or actual peer status is an alternate operational definition sometimes used to measure participation in the youth culture (e.g., Spady, 1970; Otto and Alwin, 1977), but it too seems inadequate for our purposes. While these are dimensions of social integration of interest in their own right, they tap more of the hierarchy of peer interrelations than social control theory mandates.

Instead of these alternatives, the extent of the high school integration of youth is measured in this study by the amount of time each respondent spends at school, not including time spent in classes or labs or time spent studying. This operationalization has the advantage of including time spent at school without regard to whether or not it represents involvement in extracurricular or less formal activities, and a subsequent analysis will show that the majority of this non-class school time is spent directly interacting with one's peers. Further justification for this measure comes from Hirschi's (1969) observation that the effectiveness of social ties as a social control device partly derives from the investment in time and energy youth expend in conventional activities. Operationalizing social control as a time expenditure thus will reflect the "attachment" and "involvement" elements of Hirschi's four-fold typology of aspects of social control.[1] Thus, substantively, non-class non-study time spent at school is interpreted in this study as the extent of a youth's participation in the adolescent culture and is assumed to reflect the degree of social intergration.

---

[1] The other two elements of Hirschi's scheme are commitment to conventional lines of action and belief in the validity of social rules. See Hirschi (1969).

Specifically, as part of a sequence of time-use items asked of all respondents, students reported their total time at school for the last seven days, the part of this time spent in class and the part spent studying while in school. The first of the two primary independent variables in this analysis is, then, the time spent at school in the last seven days left unaccounted for after time spent in classes and time studying at school have been netted out.[2] This variable will be called non-class school time.[3]

Conceptualizing and operationalizing youths' expressed sentiments towards schools is comparatively more straightforward. Ideally it is desirable to have some indication of whether youth accept the legitimacy of the educational system and whether they perceive their schools are effectively discharging their obligation to provide a quality education. Suitable for this purpose is a sequence of questions asked of all students in the 1979 survey eliciting information on whether each respondent believes that his or her school is providing an effective learning environment. Additional items ask respondents to assess the competence of teachers and counselors and the friendliness of classmates. Altogether eight items were used in constructing this school sentiments scale, with each item coded on a 4-point scale ("very true" to "not at all true") and recoded so that high scores indicate positive attitudes. The final score for each respondent is a simple sum of these eight composite items. The specific items comprising this scale are presented as Appendix Table 3A.1.

---

[2] Some students reported a sum of in-class time and in-school study time greater than their total time at school. For those whose discrepancy was no greater than one hour per seven days, number of non-class hours at school was assumed to equal zero. Cases with discrepancies greater than one hour were deleted from all analyses.

[3] Ideally, it would be of use to include in the equations both the non-class school time variable and another variable measuring the extent of extracurricular involvement to gauge the net effects of each type of participation on the outcomes in question. Such data are not available.

A desirable attribute of this scale from the standpoint of social control theory is that all items reflect both objective and subjective appraisals. In particular, each respondent is evaluating characteristics of his or her own school, rather than of education or educational systems in general; consequently, variance in the scale across respondents at least partly reflects school-to-school differences in effectiveness as social control agents. At the same time, responses necessarily reflect each youth's subjective reaction to school characteristics, thereby tapping to some degree the extent to which the youth is commited to the school's objectives. These subjective and objective components to the school sentiments scale correspond to the internal (or personal) and external (or social) mechanisms of social control, cited by Reiss (1951) and others (Elliott, et al., 1979).

The first dependent variable looked at in this paper is an item asking respondents the highest level of education they hope to complete. If our theory is correct, non-class school time and the school sentiments scale will be positively related to this outcome.

The second set of outcomes investigated comes from the extensive information in the NLS on self-reported acts of crime and delinquency. Each respondent to the 1980 NLS youth survey was asked to complete a form describing frequency of commission of various delinquent acts within the last year. These items were combined to create three subscales: extent of involvement with drugs, frequency of commission of property crimes, and frequency of commission of violent crimes. Because the several items comprising each subscale differ with respect to heinousness of offense, and, concomitantly, mean frequency of commission, each item was first standardized before the scales were formed.[4] Despite efforts to assure respondents of confidentiality, the usual caveats relating to bias in self-report delinquency scales must be invoked. The specific items comprising each subscale are reported in Appendix Table 3A.2.

The analytic strategy consists of regressing each of these outcomes on non-class school time and school sentiments. To decrease the likelihood that any observed effects will be confounded with background or ability characteristics of youth, an extensive set of controls was used. These include: an ability measure (the Armed Forces Qualifying Test, which quizzes youth on their verbal, mathematical and abstract reasoning abilities); age; head's of household occupational Duncan score when respondent was 14 years old; a dummy variable for whether the respondent's father and mother were both present in the household when respondent was 14; and a dummy variable for whether the respondent lived in an SMSA. To control for other demands on the youth's time, also included in the equations were: a dummy variable for whether the respondent was working at the time of the survey and a separate variable for the number of hours worked in the past seven days; a household responsibility scale, which is the average of respondent's level of responsibility across nine household chores (1 = respondent "almost never" does the chore, to 5 = respondent does "almost all" of it); and distance to school (one-way) in miles. Finally, because Coleman (1961) hints at very different patterns of school interactions for males and females, all analyses were run separately by sex, and also by race. Means and standard deviations of all these variables are presented in Table 3.1 for each race/sex group.

---

[4] Specifically, each item was transformed to a Z-score, and then added to one to eliminate negative values before summing. Special thanks to Jody Crowley for making her algorithm for these computations available. See Appendix Table 3A.2.

Mention should be made that the delinquency items were measured as of the 1980 survey, while the time use data were collected the subsequent year. The effects of school time are thus being assessed on temporally prior variables. However, it is assumed that social interaction and delinquency patterns exhibit substantial stability at least in the short run,[5] so this limitation is not thought to pose any great problems.

IV. RESULTS

A. Patterns of Social Interaction

Before proceeding to the regression results, it is useful to present some information on the ways in which youth spend time when at school but not in class. This will allow an assessment of whether non-class school time can reasonably be thought to reflect degree of peer interaction. Unfortunately, the 1981 youth survey has no data directly relevant for this purpose. However, some data from the 1980 NLS pretest survey were made available and these can provide some relevant insights. As part of this pretest survey each respondent was asked to complete a time diary which asks what he or she was doing and where the activity took place, minute by minute for the 24-hour

---

[5] Hanks and Eckland (1976), for example, find that participation in extracurricular activities in high school strongly predicts such participation when in college, net of background characteristics. With respect to delinquency, youth are less delinquent as they age but with substantial autocorrelation over time. Thus, delinquency as of 1980 is assumed to be strongly linearly related to delinquency in 1981, suggesting that standardized coefficients may be unaffected.

Table 3.1 Means and Standard Deviations of Relevant Variables

	Females				Males			
	Whites (n=536)		Nonwhites (n=484)		Whites (n=640)		Nonwhites (n=513)	
Variable label	Mean	St. dev.	Mean	St. dev.	Mean	St. dev.	Mean	St. dev.
Duncan score of head	43.3	21.8	29.9	17.6	43.4	22.0	29.1	18.3
Ability (AFQT)	73.1	16.2	52.2	16.7	70.9	18.7	48.8	18.2
Intact home at age 14	.894	.308	.597	.492	.868	.339	.629	.484
R's responsibility for housework	2.01	.573	2.19	.558	1.85	.514	2.04	.564
R works (1=yes, 0=no)	.521	.500	.266	.443	.503	.500	.367	.483
Hours worked in last 7 days	7.86	10.6	4.67	9.56	8.53	11.4	6.89	11.5
Distance to school	.357	.715	.363	.502	.324	.595	.409	.650
SMSA (1=yes, 0=no)	.687	.464	.764	.425	.674	.469	.759	.429
Age	16.8	.687	16.8	.821	16.8	.771	17.0	.887
Nonclass school time	4.70	6.60	5.22	8.09	5.64	7.95	5.99	8.72
School sentiments	25.3	3.09	25.9	3.23	25.3	3.04	26.1	3.16
Educational aspirations	14.7	2.03	14.4	2.09	14.5	2.12	14.2	2.13
Drug use[1]	3.42	1.85	3.06	.979	3.64	2.36	3.26	1.35
Property crimes[1]	6.66	3.00	6.27	1.78	7.81	5.33	7.23	4.06
Violent crimes[1]	3.76	1.70	3.76	1.45	4.64	3.83	4.20	2.42

NOTE: Means and standard deviations of independent variables and sample sizes are taken from the educational aspirations equation using listwise deletion. Consult the text for more detail on variable construction. Hispanics are included in the nonwhite category because of their status as a minority group.

[1] Because these delinquency subscales were created as the summation of standardized scores on individual items plus one, means on these subscales merely reflect the number of items comprising each subscale. Accordingly, it is not meaningful to compare means across the three subscales within any race/sex group. Comparing across race/sex groups within any subscale, however, can lead to meaningful inferences. See Appendix Table 3A.2 for more detail on subscale creations.

period ending with the midnight preceding the interview day. Reponses were coded into activity and place codes. Only those diaries which had some occurrence of both the place code "at school" and the activity code "attended classes" are considered here. Over two hundred youth were administered the pretest survey, of which only 13 were high school youth who attended classes some time "yesterday."[6] While these 13 can scarcely be considered a representative sample, the richness of these data nonetheless provide some sense of what the non-class school time variable may mean for the larger, 1981 sample.

Table 3.2, Panel A summarizes these data. Results show that students in this sample spend nearly seven hours at school per school day on average. About 80 percent of this time is spent attending classes or studying, leaving about one hour per day allocated to non-class activities. These data show that over 55 percent of this non-class time--or about 21 percent of the entire school day--involves socializing with peers salient enough to be mentioned by the respondents as a primary or secondary activity. Moreover, in results not shown here, nearly all remaining non-class time at school involves participating in activities in the company of other students. Thus, a substantial part of the youths' free time at school involves generating and sustaining the youth culture. These results suggest that it is quite reasonable to view non-class school time as reflecting the degree to which respondents participate in the adolescent society.

Panel B of Table 3.2 continues this description of the time-use behavior of high schoolers. These results, taken from the full 1981 youth survey allow

---

[6] The reason for the low proportion of school-goers in this sample is that the pretest was administered in late summer to early fall, before many students began the new academic year.

Table 3.2 The Time-Use Behavior of Youth at High School

A: Results from the 1980 Pretest Time Diary

Activity	Time spent[1]	% of total time at school	% of non-class or study time at school[3]
Classes	5.72	83.4	-
Studying/reading	.54	7.9	-
Meals	.49	7.1	50.8
Sports and other leisure activities	.22	3.2	22.8
Socializing	1.48	21.6	56.9
Misc. and uncodable	.21	3.06	21.8
Total time at school[2]	6.86		

[1] Time estimates are hours per school day per student who attended class "yesterday." Numbers to the right of the decimal point are fractional hours.

[2] The sum of times spent per activity exceeds total time at school because respondents were allowed to report simultaneous activities for the same time interval.

[3] Simultaneous activities occurring during class time are not counted in the numerator.

B: Results from the 1981 Youth Survey

	Females		Males		
Activity	Whites	Nonwhites	Whites	Nonwhites	Total
Total time at school	5.97	5.63	6.18	6.25	6.05
Time in class	4.59	4.29	4.55	4.66	4.55
Time studying	.43	.33	.45	.41	.42
Non-class school time	.95	1.02	1.18	1.17	1.08
N	581	514	684	541	

NOTE: Time estimates are hours per school day per student. Numbers to the right of the decimal points are fractional hours.

an inspection of the amount of time youth spend in non-class activities while at high school in each race/sex group. Interesting in Panel B is that only modest differences in school time emerge across race/sex groups, but with females showing smaller school time expenditures than males. In any case, the hour per school day which youth spend in non-class school time on average, coupled with the very considerable variance on this item shown in Table 3.1, makes this variable an intriguing object of study.

The Effects of Social Integration

We hypothesized earlier that if non-class school time and school sentiments operate as indicators of social integration, they should be positively associated with educational aspirations and negatively associated with delinquency. The results of multivariate analyses investigating these issues for females and males of both races are shown in Tables 3.3 and 3.4, respectively. In general, these results provide solid support for the hypotheses.

Turning to Table 3.3 first, note that for young, white women, both non-class school time and school sentiments operate as effective social control mechanisms. In particular, the amount of time these respondents spend at school while not attending classes or studying is associated positively with higher levels of educational aspirations and negatively with drug abuse. Similarly, those of this subsample who express positive sentiments regarding the efficacy of their schooling experience are less likely to be delinquent on each of the three delinquency subscales. Moreover, on those outcomes where the coefficients for these two independent variables fail to attain statistical significance at conventional levels (i.e., measuring the effects of non-class school time on commission of property crimes or crimes of

Table 3.3 The Effects of Non-class School Time and School Sentiments on Aspirations and Delinquency for Young Women

Independent Variables	Whites Educ. asp.	 Drugs	 Property	 Violence	Nonwhites Educ. asp.	 Drugs	 Property	 Violence
Non-class school time	.0579* (.0178)	-.0949** (-.0269)	-.0337 (-.0155)	-.0140 (-.0036)	-.0583 (-.0151)	-.0152 (-.0018)	-.0546 (-.0119)	-.0180 (.0032)
School sentiments	.0037 (.0025)	-.0878** (-.0525)	-.0678* (-.0657)	-.1152** (-.0634)	.0827** (.0535)	-.0271 (-.0083)	-.0732* (-.0413)	.0654 (.0299)
Duncan score of head	.1798** (.0168)	.0093 (.0008)	.0743** (.0101)	.0304 (.0024)	.0043 (.0005)	.0318 (.0018)	-.0249 (-.0025)	.0384 (.0032)
Ability (AFQT)	.4166** (.0524)	-.0849** (-.0098)	.0032 (.0006)	-.0265 (-.0028)	.4131** (.0516)	.0132 (.0008)	.0315 (.0033)	-.0077 (-.0007)
Intact home	-.0667** (-.4396)	.0215 (.1291)	-.0233 (-.2264)	-.0643* (-.3522)	.0515 (.2189)	-.0195 (-.0388)	-.0216 (-.0781)	-.0630* (-.1865)
R works	.0078 (.0317)	-.0637 (-.2360)	-.0271 (-.1625)	-.0429 (-.1461)	.0353 (.1666)	-.0537 (-.1185)	.0526 (.2100)	.0605 (.1979)
Hours worked	-.0945** (-.0181)	.0780 (.0137)	.0666 (.0190)	-.0201 (-.0032)	-.0393 (-.0086)	.1329* (.0140)	-.0198 (-.0038)	-.0152 (-.0023)
Distance to school	.0361 (.1026)	-.0606* (-.1571)	-.0548 (-.2302)	-.0424 (-.1009)	-.0505 (-.2100)	-.0015 (-.0028)	-.0393 (-.1370)	.0243 (.0698)
SMSA	.0853** (.3739)	.0488 (.1947)	.0142 (.0917)	-.0524 (-.1921)	.0248 (.1217)	.0313 (.0721)	.0541 (.2256)	.0205 (.0703)
Age	-.0504* (-.1492)	.0376 (.1012)	-.0019 (-.0084)	-.0699* (-.1727)	-.0293 (-.0747)	-.0158 (-.0189)	-.0152 (-.0330)	-.0466 (-.0820)
Responsibility for housework	.0168 (.0594)	-.0103 (-.0337)	-.0003 (-.0018)	-.0081 (-.0243)	.1049** (.3929)	.0128 (.0226)	.0033 (.0105)	.0734* (.1929)
Constant	12.59	3.76	8.22	9.01	10.63	3.40	7.72	3.86
R^2	.269	.037	.018	.032	.204	.014	.017	.023
N	536	520	520	525	484	472	469	474

NOTE: Numbers are standardized coefficients with metric values in parentheses. Hispanics are included in the nonwhite category because of their status as a minority group.

**Significant at the .05 level using a one-tailed test.
* Significant at the .10 level using a one-tailed test.

violence and the effect of school sentiments on educational aspirations) the effects are all nonetheless in the predicted direction. Taken together these results suggest that attachment and commitment to peers and schools effectively integrate white females into the prevailing dominant societal subculture and orient them towards positively sanctioned behaviors.

Among nonwhite females, however, some qualification to this assessment is called for. For this subsample, the measure of peer interaction attains statistical significance in none of the four equations. School sentiments, by contrast, is associated with higher educational aspirations and a decreased incidence of property crimes. Apparently, schools may operate to channel nonwhite females towards positively sanctioned behaviors, but interaction with peers fails to do so.

As shown in Table 3.4, racial differences in the effects of integration are much less pronounced among males. The non-class school time variable significantly retards the commission of property crimes for white males; among nonwhites, this measure of peer interaction also has a significant effect, but in the educational aspirations equation. For whites, school sentiments has significant effects in the expected direction for each of the four outcomes--it significantly increases educational aspirations and significantly decreases drug abuse, property crimes and crimes of violence. For nonwhites, school sentiments is a significant determinant of all but the educational aspirations outcomes. There is evidence, then, that among males of both races one's attachments to school and to a lesser extent one's interaction with peers operate as mechanisms of social integration and serve to induce conforming behavior.

While there is a danger in over-interpreting small differences in magnitudes of coefficients, the pattern of results in Tables 3.3 and 3.4

Table 3.4 The Effects of Non-class School Time and School Sentiments on Aspirations and Delinquency for Young Men

	Whites				Nonwhites			
Independent Variables	Educ. asp.	Drugs	Property	Violence	Educ. asp.	Drugs	Property	Violence
Non-class school time	.0128 (.0034)	-.0128 (-.0038)	-.0610* (-.0413)	.0325 (.0157)	.0554* (.0136)	-.0122 (-.0019)	.1126 (.0526)	.0330 (.0091)
School sentiments	.0425* (.0297)	-.0866** (-.0688)	-.0931** (-.1672)	-.1076** (-.1393)	-.0366 (-.0247)	-.0905* (-.0385)	-.0968** (-.1238)	-.0732* (-.0560)
Duncan score of head	.1863** (.0180)	-.0312 (-.0033)	-.0265 (-.0064)	.0202 (.0035)	.1725** (.0201)	-.0453 (-.0033)	-.0067 (-.0015)	-.0453 (-.0059)
Ability (AFQT)	.4781** (.0542)	.0088 (.0011)	.0399 (.0114)	-.0511 (-.0105)	.3841** (.0450)	.0265 (.0020)	.0822* (.0182)	.0207 (.0028)
Intact home	.0072 (.0451)	-.0345 (-.2405)	-.0895** (-1.417)	-.0090 (-.1008)	.0209 (.0920)	.0251 (.0708)	.1200* (1.015)	.0874* (.4379)
R works	.0361 (.1532)	-.0041 (-.0195)	-.1280** (-1.365)	.0660 (.5056)	.0542 (.2394)	-.0934 (-.2626)	-.0341 (-.2871)	.0111 (.0557)
Hours worked	-.0307 (-.0057)	.0422 (.0089)	.0761 (.0361)	-.0877* (-.0300)	-.0308 (-.0057)	.0506 (.0061)	-.0235 (-.0083)	-.0607 (-.0130)
Distance to school	-.0260 (-.0929)	.0604* (.2355)	.0277 (.2436)	.0327 (.2082)	.0566* (.1859)	-.0034 (-.0070)	-.0394 (-.2424)	-.0094 (-.0346)
SMSA	-.0040 (-.0183)	.0435 (.2202)	.1289** (1.469)	.0786** (.6449)	.0493 (.2455)	.0410 (.1283)	.0751* (.7153)	.0914* (.5148)
Age	-.0981** (-.2702)	.0117 (.0363)	-.0743** (-.5207)	-.0346 (-.1742)	.0163 (.0392)	.0539 (.0810)	-.0529 (-.2404)	.0185 (.0504)
Responsibility for housework	.0478* (.1976)	-.0320 (-.1466)	.0115 (.1191)	.0065 (.0485)	.1625** (.6152)	-.0192 (-.0469)	.0086 (.0627)	-.0262 (-.1141)
Constant	13.25	5.05	20.81	11.09	9.70	2.92	12.30	4.44
R^2	.335	.018	.056	.029	.249	.019	.055	.025
N	994	954	952	966	262	246	247	255

NOTE: Numbers are standardized coefficients with metric values in parentheses. Hispanics are included in the nonwhite category because of their status as a minority group.

**Significant at the .05 level using a one-tailed test.
* Significant at the .10 level using a one-tailed test.

suggest some interesting inter-sex differences.[7] In three out of four equations, the metric coefficients of the non-class school time variable is greater in absolute value for white girls than for white boys; conversely, in four out of four equations the absolute values of the school sentiments coefficients are greater for boys than for girls. It is tempting to conclude from this evidence that peer integration may be a more effective social control mechanism for white girls, while attachment to social institutions may be more effective for boys. The available evidence does give some reason for embracing these suppositions.

Hansell (1981), for example, cites work purporting to show that girls form more intense relationships than do boys and that they show more involvement and interest in reciprocated friendships. Other work he cites puts forth the idea that personality develops through interpersonal relationships for girls more than boys. Though Hansell's observations were made on the basis of research on the peer interrelations of younger children, Pascarella and Terenzini (1979) suggest that such sex discrepancies may persist through adolescence. In a study of college students, they found that social integration--as measured by participation in extracurricular activities and respondent's reported satisfaction with peer group relations--was substantially more important in explaining the college dropout rates for young women than young men.

Evidence from Coleman's seminal 1961 study is also consistent with these conclusions. His data suggest both that peer interactions are more of a preoccupation for girls than boys, and that failure to be integrated in peer networks carries greater psychic costs for girls than boys. Thus, 32.5 percent of girls but only 17.2 percent of boys report "being with the group" as a favorite leisure activity. Viewing the greater consensus among girls in naming the leading crowd, and the greater complexity of their friendship networks relative to boys, Coleman concludes there exists a "...greater strength of the social system for girls" (Coleman, 1961: 102).

---

[7] Results estimated from pooled (across sex) equations for each race, including all possible two-way interactions involving sex, show that none of the sex-by-integration interactions are significant. Nonetheless, the consistency of the sex differences in the effects of non-class school time and school sentiments across the four equations is too strong to ignore.

One argument which might account for these observed sex difference is derived from interpersonal influence models. This literature argues that friends' aspirations are a significant determinant of one's own achievements, net of one's own individual attributes (e.g., Sewell, et al., 1970) and that repeated contact with deviant others can lead to an excess of definitions favorable to the commission of delinquent acts (Matsueda, 1982; Sutherland, 1947). Since most of one's friends are same sexed, and since Table 3.1 shows that males have somewhat lower educational aspirations and subtantially higher delinquency rates on average, one could assume that peer interaction at school is associated with less pressure to achieve and to conform for boys. Under such circumstances, smaller effects of non-class school time could be expected. Schools, which one could assume are unreservedly supportive of socially desirable behavior for both sexes, would largely by default then assume heightened importance among boys. In any case, the findings here are consistent with those of Davies and Kandel (1981), who found smaller effects of peer aspirations on ego's educational plans for boys than for girls.

Reasons for the marked race differences in effects among girls are somewhat harder to come by, owing to the absence of any ethnographic or other accounts of race differences in the nature of peer interactions. It does seem clear from these results that non-class school time is a less effective social control mechanism for nonwhite girls than for their white counterparts. This conclusion does not appear to be a statistical artifact of the reduced power (owing to smaller sample sizes) of the nonwhite equations; for each of the four outcomes the metric coefficients measuring the effect of non-class school time for nonwhite girls is smaller in absolute value than the corresponding coefficients in the equations for white girls.[8] Moreover, the lack of effects for nonwhite girls does not derive from a greater alienation of nonwhites from peers or their schooling environment. In fact, nonwhite females spend more time interacting with their peers, as evidenced by their larger mean value on the non-class school time variable, and express more positive sentiments towards their schools, than do whites. (see Table 3.1). Finally, there is no evidence of an especially deviant subculture among nonwhite girls, since this cohort has the lowest mean delinquency rates among the four subgroups (see Table 3.1). Whether non-class school time is less adequate as a measure of peer interaction for nonwhite females, or whether such interaction is simply less efficacious as a social control mechanism for them are issues that can only be resolved with further research.

V. CONCLUSIONS AND DISCUSSION

This paper began by drawing attention to the extent to which youth are preoccupied with finding a niche in the informal adolescent society in high schools. Participation in this youth culture is hypothesized to carry important psychic and social consequences for high schoolers. Additionally, expressed favorable sentiments towards school might similarly be interpreted as a measure of integration in or commitment to the school social structure. Drawing upon social control and related theories, it is argued that these attachments are causally related to youth's educational aspirations and commission of delinquent acts. We test these ideas by operationalizing participation in the adolescent culture as the amount of non-class time which youth spend at school and attachment to the school as an 8-item school sentiments scale.

---

[8] Moreover, results estimated from a pooled (across races) equation with relevant interactions terms involving race support the conclusion of significant (at the .1 level) race differences in the effects of the non-class school time variable among girls for the first two equations.

Results show general support for these hypotheses, though some important differences across race/sex groups emerge. Amount of non-class school time does appear to operate as a measure of social integration, especially for white females; those who spend more time interacting with their peers have higher educational aspirations and are less inclined to commit acts of deviance, net of family background, mental aptitude, and sentiments towards school. This result provides reason to believe that the adolescent society is not quite the deviant subculture luring youth away from dominant societal values, as some have feared. On the contrary, the ability of peer interaction in schools to operate as a social control mechanism suggests that, however autonomous the school subculture is or appears to be, there is reason to suppose that it actually operates to foster achievement orientations.

Similarly, youth who express favorable sentiments towards their schools and teachers also appear to be more fully integrated into societal institutions. These youth are shown to generally have higher educational aspirations and be less prone to delinquency, once again supporting social control theory.

More broadly, the aim of this paper has been to direct attention to what has heretofore been a neglected area in the sociology of education. While countless articles and monographs detail the workings of the formal school achievement system, the operation of the informal high school culture has been comparatively ignored. Yet quite a while ago Coleman (1961) and others (Schwartz and Merten, 1967) made clear that the adolescent society constitutes an autonomous social structure, and that participation in this youth culture is a central preoccupation of adolescents. Experiences in this informal culture may thus carry psychic and social consequences every bit as important as achievement in the school's formal, academic hierarchy. The task that remains is for sociologists to first collect data more appropriate for investigating the effects of the adolescent culture, and second, to flesh out models of the sort presented here by identifying more explicitly the mechanisms which transmit the effects of social contexts to individaul behaviors.

Appendix Table 3A.1 The Eight Components of the School Sentiments Scale[1]

1. It's easy to make friends at this school.
2. Most of the teachers are willing to help with personal problems.
3. Most of my classes are boring.
4. Most of my teachers really know their subjects well.
5. You can get away with almost anything at this school.
6. My schoolwork requires me to think to the best of my ability.
7. At this school, a person has the freedom to learn what interests him or her.
8. This school offers good job counseling.

Appendix Table 3A.2 The Items Comprising the Three Delinquency Subscales

A. Involvement with Drugs
1. Smoked marijuana or hashish.
2. Used any drugs or chemicals to get high or for kicks, except marijuana.
3. Sold marijuana or hashish.
4. Sold hard drugs such as heroin, cocaine, or LSD.

B. Commission of Property Crimes

1. Purposely damaged or destroyed property that did not belong to you.
2. Taken something from a store without paying for it.
3. Other than from a store, taken something not belonging to you worth under $50.
4. Other than from a store, taken something not belonging to you worth $50 or more.
5. Tried to get something by lying to a person about what you would do for him, that is, tried to con someone.
6. Broken into a building or vehicle to steal something or just to look around.
7. Knowingly sold or held stolen goods.

C. Commission of Crimes of Violence

1. Gotten into a physical fight at school or work.
2. Used force or strong arm methods to get money or things from a person.
3. Hit or seriously threatened to hit someone.
4. Attacked someone with the idea of seriously hurting or killing the.

NOTE: Respondents were asked to report the number of times they had committed each offense within the last year. Response categories were: never, once, twice, 3-5 times, 6-10 times, 11-50 times, more than 50 times. To create the scales used in this paper, the midpoint of each response category was used as the assigned score (viz., zero, one, two, four, eight, thirty-five, and fifty for the unbounded upper range). Scores for each item were then transformed into Z scores (with the means and standard deviations used estimated across all NLS respondents) and then added to one to eliminate negative numbers. Relevant items were then summed to form each of the three subscales. For further information on the creation of these scales, and an assessment of their validity, see Crowley (1981).

REFERENCES

Coleman, James
1961 The Adolescent Society. New York: Free Press.

Crowley, Joan
1981 "Delinquency and employment." Pp. 163-249 in Borus (ed.) Pathways to the Future, Vol. II. Center for Human Resource Research, Ohio State Univ.: Columbus, Ohio.

Davies, Mark and Denise Kandel
1981 "Parental and peer influences on adolescents' educational plans: some further evidence." American Journal of Sociology 87 (Sept.): 363-387.

Durkheim, Emile
(1897) 1966 Suicide. Edited by George Simpson. New York: Macmillan.

Elliott, Delbert, Suzanne Ageton and Rachelle Canter
1979 "An integrated theoretical perspective on delinquent behavior." Journal of Research in Crime and Delinquency 16: 3-27.

Gordon, C. Wayne
1957 The Social System of the High School. Glencoe, Ill.: Free Press.

Hanks, Michael and Bruce Eckland
1976 "Athletics and social participation in the educational attainment process." Sociology of Education 49 (Oct.): 271-294.

Hansell, Stephen
1981 "Ego development and peer friendship networks." Sociology of Education 54 (Jan.): 51-63.

Hirschi, Travis
1974 Causes of Delinquency. Berkeley: University of California Press.

Hodge, Robert and Donald Treiman
1968 "Social participation and social status." American Sociological Review 33 (Oct.): 722-740.

Hodge, Robert
1970 "Social integration, psychological well-being, and their socioeconomic correlates." Pp. 182-206 in Laumann (ed.), Social Stratification: Research and Theory for the 1970s. Indianapolis: Bobbs-Merrill.

Kornhauser, Ruth R.
(1978) Social Sources of Delinquency. Chicago: University of Chicago Press.

Landers, Daniel and Donna Landers
1978 "Socialization via interscholastic athletics: its effects on delinquency." Sociology of Education 51 (Oct.): 299-303.

Matsueda, Ross
1982 "Testing control theory and differential association: a causal modelling approach." American Sociological Review 47 (Aug.): 489-504.

Offer, Daniel
1973 The Psychological World of the Teen-Ager. New York: Basic.

Otto, Luther and David Featherman
1975 "Social structure and psychological antecedents of self-estrangement and powerlessness." American Sociological Review 40 (Dec.): 701-719.

Otto, Luther
1976 "Social integration and the status attainment process." American Journal of Sociology 81 (May): 1360-1383.

Otto, Luther and Duane Alwin
1977 "Athletics, aspirations, and attainments." Sociology of Education 42 (April): 102-113.

Pascarella, Ernest and Patrick Terenzini
1979 "Interaction effects in Spady's and Tinto's conceptual models of college dropout." Sociology of Education 52 (Oct.): 197-210.

Portes, Alejandro and Kenneth Wilson
1976 "Black-white differences in educational attainment." American Sociological Review 41 (June): 414-431.

Rehberg, Richard and Walter Schafer
1968 "Participation in interscholastic athletics and college expectations." American Journal of Sociology 73 (May): 732-740.

Reiss, Albert, Jr.
1951 "Delinquency as the failure of personal and social controls." American Sociological Review 16 (April): 196-207.

Schwartz, Gary and Don Merten
1967 "The language of adolescence: an anthropological approach to the youth culture." American Journal of Sociology 72 (March): 453-468.

Sewell, William, Archibald Haller, and George Ohlendorf
1970 "The educational and early occupational status attainment process: replications and revisions." American Sociological Review 35 (Dec.): 1014-1027.

Spady, William
1970 "Lament for the letterman: effects of peer status and extracurricular activities on goals and achievement." American Journal of Sociology 75 (Jan.): 680-702.

Sutherland, E.
1947 Principles of Criminology. Philadelphia: Lippincott.

CHAPTER 4

SCHOOLING EFFECTS ON YOUTH FROM PUBLIC, CATHOLIC AND OTHER PRIVATE HIGH SCHOOLS

by William R. Morgan

Coleman, Hoffer, and Kilgore's Public and Private Schools (1981) concludes that public secondary schools provide an inferior education relative to private schools. This conclusion, the findings on which it was based, and the subsequent policy recommendations calling for increased public financing of private schools have been heavily debated among educational researchers and policymakers. Some of the most cogent criticisms appeared in a colloquium review published in the Fall, 1981, Harvard Educational Review and the Spring, 1982 issue of Sociology of Education, which was devoted entirely to a review of this study. The latter publication included some revised analyses by the report authors (hereafter referred to as CHK), as well as independent reanalysis of their data by others. Probably never has one educational study been so closely scrutinized by so many competent scholars in so short a period of time. This debate is certain to enrich American educational policy, as has been the case with the three previous "Coleman controversies" (Coleman 1961; Coleman, Campbell, Hobson, McPartland, Wood, Weinfield, and York 1966; Coleman, Kelly, and Moore 1975).

The NLS Youth Survey represents a major alternative national data source for addressing the empirical questions in the public-private schooling controversy. Previous reanalyses have been restricted to the same data set employed by CHK, that is, the High School and Beyond (HSB) survey of 1979-80 10th and 12th grade students sponsored by the National Center for Education Statistics. In this report we shall build upon the basic analysis plan employed by CHK, with modifications which take into account the unique

99

features of the NLS data and a more explicit theoretical framework.

I. EDUCATIONAL PRODUCTION AND CONSUMPTION MODELS

In their original report (1981) CHK presented eight arguments for increasing the role of private schools, and seven for reducing it. They also identified the evidence available for evaluating each argument. The key arguments were that private schools produce better cognitive outcomes and lead more students to attend college than do public schools with comparable students. They concluded that their evidence supported both assertions. Other supporting arguments, for which mixed or no evidence was reported, were that private schools fostered better character development, better motivation to learn, and greater participation in extracurricular activities, and that they had better discipline, smaller classroom size, and more efficient management. The negative arguments for private schools were that they promoted economic, religious, and racial segregation, that they provided a less diverse range of education and of extracurricular activities; that they were "unhealthily competitive."

Omitted from this legal brief style of listing was any reference to existing social science theory on how schooling operates, or to any of the sociological work toward which Coleman himself had been an important early contributor (Coleman 1961). What CHK provided was a loose input-output economic metaphor by which to organize the results. Each of the four analytic chapters in their report was addressed to one of the following questions: "Who is in the schools? What resources go into them? What goes on? and What comes out?" (CHK 1981, p. 6). This implicit education production function approach needs much greater refinement, however, if it is to move beyond the status of metaphor and provide explicit theoretical guidance in the analysis.

Ideally, education production functions describe the maximum learning outputs feasible with different sets of inputs (Hanushek 1979). Inputs into the production model are usually divided into fixed background characteristics and modifiable school policy characteristics. The condition of diminishing returns from inputs implies a nonlinear form of the function, although in practice most estimated functions have been linear. Given that school sector is the macro-level school policy variable in question in this analysis, the goal is to determine which level of public and private sector strength net of student background characteristics will maximize the cognitive achievement and other desired schooling outcomes of American youth. Both CHK and the analysis presented here proceed with a simplified OLS linear estimation of the production function. The possibility of diminishing returns if the nation's schools were to become nearly all private or all public therefore cannot be assessed.

The implicit production function in CHK assumes that each sector operates in some characteristic total manner on all students to produce learning in varying degrees of efficiency. As Brown and Saks (1981) have recently demonstrated, internal resource allocation decisions have a crucial bearing on overall level of learning within classrooms. This resource allocation argument, although ignored by CHK, also applies at the macro-level of school sector effectiveness. Overall sector efficiency depends greatly on each sector's internal resource allocation decisions. Insofar as the private sector devotes a larger share of its instructional time to college preparation, which it certainly does, its average level of cognitive achievement will be higher. Any adequate production function designed to gauge sector effectiveness must incorporate this resource allocation difference between sectors, and the most direct procedure would be to include in the equation a track or curriculum enrollment variable. The important research question thus becomes whether or not private schools are more effective net of this resource allocation difference. To omit this variable from the production function, as CHK choose to do, is a serious misspecification. Their rationale for the omission, that it would control away a crucial difference between sectors that should be included in any estimate of a total private school effect, only serves to obscure the issues in the sector effectiveness controversy.

A second related issue in this production function approach to national educational policy is the question of locus of decision making. Assuming an adequate school sector production function can be estimated, who would use this function to maximize the learning of American youth? Presumably national educational policymakers, yet Coleman has at the same time identified federal regulation of American public education as one of its principal weaknesses. In a popular policy journal, he charged that "public schools have become an overregulated industry, with regulations and mandates ranging from draconian desegregation to mainstreaming of emotionally disturbed children, to athletic activities that are blind to sex differences" (Coleman 1981). When he recommends tuition tax credits for parents who send their children to private schools, he argues it is a deregulation step, giving more parents latitude to choose the type of education they want their children to have. If individual parents are in fact the key policymakers, then it would seem an optimal household education consumption function (Becker, 1976) would better inform their sector choice decision than would a national education production function.

Therefore the appropriate education for parents to choose for their child is one which provides the best opportunity to maximize the child's human capital (learning and future earnings), given the constraints on parents of time, income, and production knowledge. The latter would include all factors which enter proper judgments about what type, level, and amount of schooling best maximizes the learning and earnings potential of a particular child. All other things equal, parents uncertain of their child's abilities and interests might prefer a "comprehensive" public high school, providing the maximum flexibility in curricular choice. Parents who estimate their child has below-average ability or taste for schooling would also choose this type of school for its vocational and career training opportunities. Parents who believe their child has high academic ability or interest would prefer schools with a strong college preparatory curriculum. Usually these are either private schools or high quality public schools in more expensive suburban neighborhoods. At least until recently the extra expenditure for suburban housing and schooling was a more attractive resource allocation choice than private high school tuition payments.

Several social and economic changes may be altering this preference. One is the ever higher cost of suburban housing. Another is the increased number of dual wage-earner households. For working mothers the preference for minimum commuting time may be a new consideration that offsets the value of larger, more distant housing. More important, the reduced parenting time available in these households may increase the attractiveness of private education where the development of attitudes, motivation, and discipline is a more explicit part of the school curriculum. The private boarding school is the extreme choice wherein affluent parents allocate income to compensate for low parenting time, but most private day schools, especially those offering religious instruction, also emphasize to parents the socialization goals of their curriculum.

The final and most important factor that underlies parents' private school enrollment decisions is the declining confidence in the quality of public school instruction. With the rapid expansion of higher education in the 1960s and 70s college attendance became marketed as the optimal way to maximize human capital for youth of wide levels of ability (Freeman, 1976). Higher education policies originally intended to promote minority access became redefined as "universal" access policies. At the high school level this burgeoned the enrollment in college preparatory courses. Insofar as college preparatory teachers adapted by pitching their group instruction to a broader range of student ability, there was an overall decline in the standard of instruction. Private schools were better able to resist such a decline, screening out weaker students through admissions procedures. Thus the expansion of higher education during the last two decades was a major reason for the disparity today in the academic standards of public and private high schools. This argument proposes the disparity reflects a difference in resource allocation, however, not in actual instructional resources.

Alternatively, the belief in private school academic superiority may be more mythical than real, reflecting "white flight" racial prejudice and the fallacy among many American consumers of equating market price with product quality. Each generation of ambitious parents seeks new means to give their children a competitive edge, moving from speed reading classes to college entrance examination coaching, from home encyclopedias to home computers. It may be that this is the generation to champion private schooling. CHK's report is the first major study to conclude private education produces superior learning. The findings here, however, do not support so simple a conclusion.

II. STUDY DESIGN

The first major criticism of CHK was that their sample of private schools was too small to permit adequate generalizations. The HSB sample included 84 Catholic secondary schools and only 27 non-Catholic private secondary schools. By contrast, the NLS sample, although having only one-fifth as many youth, distributes those youth over more than three times as many secondary schools, including 279 Catholic and 244 other private schools (Table 4.1). Both the NLS and HSB use high quality multistage national probability samples designed and executed by the National Opinion Research Center, but the NLS uses geographic areas as the primary sampling units while HSB uses schools. Schools were identified in the NLS survey through a series of interview questions on current or last secondary school attended, with a follow-up collection of grade transcripts and other school records for each youth. Each youth's high school was coded and classified into the major sector categories of public, Catholic, or other private, using the same NORC school universe file employed in the HSB study. Table 4.1 presents the unweighted sample frequencies for schools and youth across sectors in the two data sets.

After appropriate weighting the two samples generate comparable population estimates for all but the other private sector. Table 4.2 presents the estimated racial, ethnic, and religious composition in each of the three school sectors. For the public and Catholic sectors, the NLS and HSB estimates are an average of one percentage point different from one another. Youth from public high schools are about 14 percent black, 6 percent Hispanic, and 30 percent Catholic, compared to 6 percent black, 6 percent Hispanic, and 90 percent Catholic for those attending Catholic schools. For the other private sector, the discrepancy between surveys averages four percentage points. According to NLS estimates, other private sector youth are 9 percent

Table 4.1 Comparison of Unweighted Sample Sizes of NLS and HSB Surveys, by School Sector

Unit	School sector Public	Catholic	Other Private	Total
Youth:				
NLS total youth, aged 14-22 (1979)	11,983	414	299	12,686
HSB total students, sophmores and seniors	51,339	5,528	1,182	58,049
Schools:				
NLS total schools last attended[a]	2,996	279	244	3,519
HSB total schools currently attended	894	84	27	1,004

HSB SOURCE: Coleman, et al., 1981, Table A.1.3, p. A-10.

[a] NLS school total equals sum of each distinct "last high school attended" for all youth in sample.

Table 4.2 Comparison of Race, Ethnic, and Religious Composition of NLS and HSB Weighted Samples, by School Sector

Characteristic	School sector		
	Public	Catholic	Other Private
Percent black:			
NLS youth	14.5	6.6	8.7
HSB students	13.5	4.7	5.7
NLS schools	14.3	7.1	7.6
Percent Hispanic:			
NLS youth	5.2	6.1	4.4
HSB students	7.0	6.1	7.1
NLS schools	6.2	8.3	4.6
Percent Catholic:			
NLS youth	30.1	90.3	24.1
HSB students	30.7	90.9	17.4
NLS schools	-	-	-

HSB SOURCE: Coleman, et al., 1981, Table 3.1.1, p. 30; Table 3.3.1, p. 61.

black, 4 percent Hispanic, and 24 percent Catholic.

A second check on the reliability of the survey population estimates comes from school questionnaire data obtained directly from each high school attended by NLS youth. Presented in the third row of the first two panels in Table 4.2, these figures indicate the average reported proportion of black and Hispanic students in the schools of each youth. The values are close to the estimates from the two samples.

A related sampling problem which has clouded the interpretation of CHK's findings is that the HSB sample is restricted to clusters of 10th and 12th graders who were currently enrolled in the sampled schools. Dropouts were excluded. This means that when CHK average the across-grade achievement differences at each school in order to compare "learning growth" in each sector, they must somehow control for differential selectivity of 12th graders caused by the different dropout rates across sectors.[1] By contrast, the NLS target population is the cohort of all 33 million noninstitutionalized civilian and miltary youth who were aged 14-21 on January 1, 1979. The availability of the full spectrum of youth, from dropouts to valedictorians, and from high school freshmen to college graduates, permits a more complete assessment of the relative educational impact of the public and private secondary school sectors. This broad sample of youth received cognitive achievement tests administered at one point in time, independent of the youth's age or school status. In the summer of 1980, when the cohort age range was 15-23, 11,878 youth (93.6 percent of the original 1979 sample) took the Armed Services Vocational Aptitude Battery (ASVAB) at over 400 test sites. For a detailed field report and psychometric data quality analysis, see McWilliams (1980) and Bock and Mislevy (1981). Table 4.3 below lists the ten subtests constituting the ASVAB, including number of minutes and items for each test. All subtests were multiple-choice paper-and-pencil tests, with either four or five alternative choices per item.

---

[1] Starting with an estimate that the public school attrition due to dropouts is double that in the private schools, CHK employ an ad hoc adjustment procedure which reduces the across-grade raw differences in achievement scores approximately twice as much for public as for private students. However plausible, there is no way to validate this radical adjustment procedure with the HSB data alone. Because of other serious problems with this "learning growth" approach, particularly its failure to control for test ceiling effects which would bias the growth estimates for initial high-scoring students, no effort has been made here to replicate this particular analysis.

The ASVAB subtests most similar to the Reading, Vocabulary, and Mathematics tests used in the CHK report are those called Paragraph Comprehension, Word Knowledge, and Arithmetic Reasoning. Table 4.4 reports these test scores for the younger half (15-19) of the NLS cohort together with the comparable scores for the HSB twelfth graders. Of particular interest is whether the data sets agree in the assessment of relative achievement across sectors. In both data sets Catholic and other private youth score higher than public school youth on all three tests. However, the other private sample scores consistently lower than the Catholic sector youth in the NLS, and scores higher in HSB. A key difference to be borne in mind in the interpretation of subsequent findings is that the other private schools in the NLS survey are an academically less selective set than the ones included in the HSB study. It is tempting to claim that the 244 schools in the NLS are more representative of the diversity in the other private sector than the 27 HSB other private schools, but such a claim must be tempered with the realization that the actual respondent sample size is much smaller in the NLS.

Nevertheless, the consistency across surveys in the public-Catholic achievement comparisons is rather remarkable. As shown in the bottom panel of Table 4.4, in both studies Catholic youth score about one-third of a standard

Table 4.3 The Armed Services Vocational Aptitude Battery (ASVAB) Subtests

		Number items	Minutes
1.	General Science	20	11
2.	Arithmetic Reasoning	30	36
3.	Word Knowledge	35	11
4.	Paragraph Comprehension	15	13
5.	Numerical Operation	50	3
6.	Coding Speed	84	7
7.	Auto and Shop Information	25	11
8.	Mathematics Knowledge	25	24
9.	Mechanical Comprehension	25	19
10.	Electronics Information	20	9

Table 4.4 Comparison of NLS and HSB Achievement Scores, for Spring 1980 HSB Twelfth Graders and NLS Youth Aged 15-19 in Summer 1980

	NLS				HSB			
Subtest	Total	Public	Catholic	Other	Total	Public	Catholic	Other
Means:								
Reading	10.33	10.27	11.53	10.94	4.54	4.48	5.00	5.34
Vocabulary	24.18	23.99	27.39	26.68	4.58	4.48	5.35	5.56
Mathematics	16.72	16.58	18.84	18.68	10.80	10.63	12.10	12.74
Standard deviations:								
Reading	3.50	3.52	2.77	3.35	2.10	2.10	1.96	2.04
Vocabulary	7.60	7.62	6.45	7.12	1.97	1.97	1.74	1.94
Mathematics	7.05	7.00	7.14	7.56	4.24	4.24	3.82	4.14
Standard deviate differences:		Catholic-public		Other-public		Cath-public	Other-public	
Reading		.36		.19		.25	.41	
Vocabulary		.45		.35		.44	.55	
Mathematics		.32		.30		.35	.50	

HSB SOURCE: Coleman, et al., 1982, Table 3, p. 69.

deviation higher than public youth, and in both studies their greatest advantage is in vocabulary. In the NLS survey, however, the other private sector superiority over public schools averages only one-fourth a standard deviation difference, compared to almost one-half a standard deviation difference in the HSB data.

In summary, the present study has important differences from CHK in sampling frame, data collection procedures, and measurement instruments. Yet with appropriate weighting and selection of comparable age groups the two studies yield very similar population estimates of the background composition and achievement scores for youth from two of the three school sectors. Failure to replicate the population estimates for the other private sector does lend credence to the criticisms that the HSB sample of this sector was inadequate.

III. SECTOR DIFFERENCES IN QUANTITY VERSUS QUALITY OF SCHOOLING

The findings in this and the following section are directed toward the basic question of how much, if any, of the observed differences across sectors in cognitive achievement (Table 4.4) and other outcomes can be attributed to differences in quality of schooling. This first section reports sector variation in key factors associated with the achievement difference--years of schooling completed, socioeconomic background, curriculum and course enrollment, and school resources. The following section presents a causal analysis of these factors.

For any given youth the primary determinant of achievement level is quantity of schooling. This seemingly obvious factor is still often ignored by those who ask whether schooling "makes a difference." Table 4.5 groups the 1979 cohort of American youth according to their 1981 level of educational

Table 4.5 Mean Achievement and Age of the NLS Youth Cohort Across Levels of Educational Attainment and School Sector

Educational attainment, 1981	School sector	AFQT	Age, 1981	Population (sector %)	Estimate[a] (thousands)
High school dropout	Pub.	49.9	19.9	97.6	4,592
	Priv.	51.6	19.4	2.4	111
High school enrollee	Pub.	65.9	16.9	92.5	7,418
	Priv.	72.6	16.7	7.5	599
High school graduate, no college[b]	Pub.	71.1	21.0	95.6	10,784
	Priv.	78.3	21.2	4.4	497
College, one or more years, no longer enrolled	Pub.	82.2	21.5	88.0	2,464
	Priv.	84.5	22.4	12.0	335
College enrollee	Pub.	85.6	20.3	87.8	5,730
	Priv.	87.2	20.6	12.2	794
Sector total	Pub.	70.3	19.8	93.0	30,988
	Priv.	79.5	19.9	7.0	2,336
Cohort total		71.0	19.8	100.0	33,324

[a] 225,000 youth or 0.7 percent of the cohort are unclassified and omitted from total.

[b] This category fully defined is high school graduate, not enrolled in college and completed no years of college.

attainment, when they ranged in age from 16-24.[2] At that time the 33.3 million young persons included an estimated 4.7 million high school dropouts, 8 million currently enrolled high school students, 11.3 million terminal high school graduates, 2.8 million former college students, and 6.5 million currently enrolled college students.[3]

Each of these attainment groups is a sizeable and experientially very different segment of the youth population. Table 4.5 presents the mean cognitive achievement across sectors for each attainment level. The achievement score reported is a composite of four of the ASVAB subtests, representing the sum of three tests reported separately in Table 4.4 (Paragraph Comprehension, Word Knowledge, and Arithmetic Reasoning) and one-half the total score of a fourth subtest, Numerical Operations. This index, known as the AFQT, is the Armed Forces Qualifications Test used to screen military candidates. It has a maximum score of 105 and for this cohort a mean of 71.0 and standard deviation of 20.9.

As expected, for both sectors achievement increased linearly with quantity of schooling. College students scored almost two standard deviations (36 points) higher than high school dropouts. Somewhat surprising was that public and private youth differed substantially only at the two intermediate high school education levels of attainment. High school students and terminal graduates from the public and private sectors both differed 7 points, one-third of a standard deviation. For those who drop out of high school, or go on to college, being from a public or private high school makes a difference in achievement of less than two points, only one-tenth of a standard deviation.

---

[2] The January 1, 1981 age range was 16-23, but as interviews were conducted between the beginning of the year and the spring, some youth were 24 at time of interview.

[3] Former students completed one or more years of college and were no longer enrolled. 53.8 percent completed one year only, 27.1 percent completed two or three years, and 19.1 percent completed four or more years of college.

This near-equivalence of sectors within three of five attainment levels must be counterposed with the fact that the cohort as a whole shows a sector difference of 9.2 achievement points. In large part this reflects the tendency for private school youth to be disproportionately represented in the higher levels of educational attainment, where achievement scores are higher. Twelve percent of college students came from private high schools, compared to 7.5 percent of all those currently in high schools, 4.4 percent of terminal high school graduates, and only 2.4 percent of all dropouts. If public and private youth were distributed the same across attainment levels (using the technique of direct standardization), the overall achievement difference between sectors would drop more than half, to 4.5 points.

But how can the remaining half of this private sector superiority be accounted for? And how can the higher attainment of the private sector youth be explained? The two questions empirically are closely interrelated, and their answers are crucial for understanding the relative strengths of the two sectors. The sector difference may have little to do with the schools themselves, but rather with the differential selection of youth into the sectors. Private sector youth may be socioeconomically advantaged, with greater learning ability, and more ambitious educational goals. But if relative school quality is the answer, then either private schools do a more efficient job of instruction, have more resources, or allocate resources more strictly into academic subject areas.

The remaining three tables in this section suggest varying degress of support for all these possibilities. Table 4.6 shows that private sector

Table 4.6 Socioeconomic Background, High School Curriculum, and Educational Goals of the 14-17 NLS Youth Cohort, by School Sector

	Sector		
Variable	Public	Catholic	Other private
Background: (%)			
Education father, 16 years+	16.5	31.3	38.2
Education mother, 16 years+	9.5	14.0	20.2
Occupation father, white collar	39.3	51.7	60.6
Family income, $20,000+	39.3	50.9	52.3
Curriculum: (%)			
College preparatory	29.7	64.5	51.5
General	54.1	29.1	40.8
Vocational	13.8	6.4	7.4
Unknown	2.4	0.0	0.3
Educational goals: (years)			
Expected education, 1979	13.9	15.4	14.9
Expected education, 1981	13.9	15.2	14.6

youth do have a strong socioeconomic advantage, as measured by father's and mother's education, father's occupation, and family income. Youth in the other private schools are slighty better off than Catholic school youth. Private sector youth are also twice as likely as public school youth to be in a college preparatory curriculum, with Catholic sector youth slightly moreso than the other private school youth. Conversely, youth in the public sector are twice as likely as private sector youth to enroll in a vocational study program. Average differences in educational goals of the youth are equally strong. As measured in 1979 and again in 1981, relative to public school youth, the expected education of Catholic school youth was one and a half years higher, and for other private school youth was one year higher. These constitute differences of about half a standard deviation.

Table 4.7 profiles the schools attended by the youth in each sector. While there are clear differences in available resources at the schools, these differences are not ordered as uniformly across sectors as the student characteristics were. If any one sector appears to have an overall resource advantage, it would appear to be the public schools. Public schools have substantially larger enrollments, bigger libraries, higher paid teachers, more black teachers, and many more vocational programs. They are about the same as private schools in daily student attendance rates and teachers' degree qualifications. On the negative side, they have more student dropouts. Catholic schools have the lowest paid teachers, the largest proportion of female teachers, and the smallest libraries. The other private schools, despite having the smallest enrollments, have libraries averaging almost as large as in the public schools. By contrast, the private schools offered extremely limited vocational opportunities. Of seven vocational programs examined (agriculture, business, distributive, health, home economics, trade,

Table 4.7 Characteristics of Secondary Schools Attended by 14-21 NLS Youth Cohort, by School Sector[a]

Characteristic	Sector		
	Public	Catholic	Other private
Total enrollment	1,372	855	698
Daily attendance rate	89.1	86.6	92.1
Dropout rate	14.9	6.9	6.3
Number of library volumes	16,762	11,482	16,348
Average faculty salary	10,903	9,045	9,467
Percent faculty with master's or doctorate degree	48.8	48.1	51.1
Faculty composition:			
Percent black	7.9	1.6	2.5
Percent Hispanic	1.5	2.3	1.6
Percent female	47.0	57.0	48.9
Vocational programs present:			
Agricultural	.49	.15	.09
Business	.96	.87	.52
Distributive	.77	.20	.21
Health	.60	.34	.19
Home economics	.86	.57	.26
Trade	.89	.28	.29
Technical	.68	.28	.18

[a] School characteristics are averaged over the total youth in the sector, not the total schools.

and technical), business was the only one available to at least half the other private sector youth. Catholic schools were little better, with business and home economics the only programs available to a majority. In the public schools, six of the seven programs were available to at least half the youth. It does appear that the difference between sectors is less a matter of total resources than of resource allocation.

The final comparison pertaining to educational quality examines the academic records of youth who graduated from the college preparatory track of their high schools. Of interest is whether college preparatory programs might be more rigorous in the private schools, in terms of students taking more academic courses and being graded more competitively. This information, reported in Table 4.8, came from a survey in 1980 of students' final high school transcripts (Campbell, Orth, and Seitz 1981). The first panel of the table reports credits received during grades 9-12 in the five main academic subject areas--English, mathematics, science, social studies, and foreign language. Transcripts were coded using the Carnegie credit-unit system, based on one-hour, one-year courses receiving 1.00 credit. The second half of the table reports average grades received in each subject area and a weighted total average, using a standard four-point grade scale.

Moderate differences do exist across sectors in the college preparatory curriculum taken by the graduating youth. Overall, Catholic sector youth took one more credit hour of academic coursework than public youth did, and other private youth took one-half more credit hour. The largest differences were in social studies and foreign languages, with slight differences in English, and no significant difference in either mathematics or science. Correspondingly, Catholic and other private sector youth were graded more rigorously, with Catholic sector youth being assigned the lowest grades overall, averaging a

Table 4.8 Mean Subject Credits and Grades of NLS High School Graduates From College Preparatory Track, by School Sector

Subject	Public	Catholic	Other private	F[a]
	CREDITS			
English	4.30	4.42	4.56	3.1*
Mathematics	3.08	3.23	3.10	1.7
Science	2.94	2.84	2.90	0.6
Social studies	3.27	3.70	3.48	12.8***
Foreign language	1.80	2.18	1.82	5.7**
Total	15.39	16.37	15.86	
	GRADE AVERAGE			
English	2.83	2.46	2.63	18.4***
Mathematics	2.53	2.37	2.31	4.8**
Science	2.66	2.46	2.52	4.5*
Social studies	2.87	2.64	2.69	6.9**
Foreign language	2.77	2.56	2.66	3.4*
Weighted average	2.74	2.49	2.56	
(n)	(1375)	(161)	(85)	

[a] One-way analysis of variance tests of sector mean differences.

* p < .05.
** p < .01.
***p < .001.

quarter-point lower than public school youth.

These sector differences in college preparatory coursework lend some credence to the educational quality explanation of the higher achievement scores of private sector youth. Compared to coursework differences between curriculum tracks, however, they are at most marginal. Table 4.8 indicates the average college preparatory course load over grades 9-12 is 16 credits, or four academic courses per year. Translated into a time metric, this means two-thirds of students' total course time is spent in academic courses. The average difference of one college preparatory course unit between Catholic and public sectors is a difference of 4 percent of the total high school class time. By contrast, public sector youth in general and vocational programs average only 11.7 and 10.8 academic course units, respectively, i.e., they spend less than half their class time taking academic courses.[4] This average disparity of more than four course units means general and vocational students spend at least 17 percent less of their total high school hours in academic courses than their college preparatory counterparts.

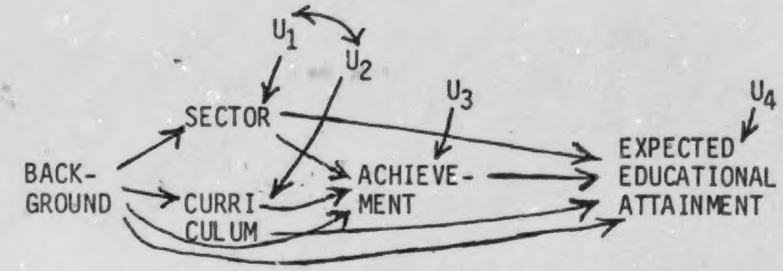
If quantity of schooling affects cognitive achievement, as we see it did in the case of years of schooling, and cognitive achievement is parents' primary goal for their child, it would seem that the consumer decision to enroll one's child in a college preparatory curriculum is probably going to promote learning more efficiently than would a decision to move the child out of the public sector completely. The next section will estimate the relative gain that can be expected from either of these decisions.

---

[4] Similar track differences appear to hold in the other two sectors, but sample size limitations make the estimates unreliable.

Figure 4.1 A Causal Model of Sector and Curriculum Effects on Educational Outcomes

Basic causal model:


U1
U2
U3
U4
SECTOR
BACK-
GROUND
CURRI-
CULUM
ACHIEVE-
MENT
EXPECTED
EDUCATIONAL
ATTAINMENT

Reduced-form estimation equation:

$$\begin{aligned} \mathrm{EDEXP} = {} & a\mathrm{ACH} + \sum_{i=1}^{2} b_i\mathrm{SEC}_i + \sum_{i=1}^{3} c_i\mathrm{CUR}_i + d\mathrm{SOI} + \sum_{i=1}^{4} e_i\mathrm{INC}_1 + \\ & \sum_{i=1}^{6} f_i\mathrm{MED}_i + \sum_{i=1}^{6} g_i\mathrm{FED}_i + \sum_{i=1}^{2} h_i\mathrm{MOC} + \sum_{i=1}^{2} j_i\mathrm{FOC}_1 + k\mathrm{SIB} \\ & + l\mathrm{REL} + \sum_{i=1}^{2} m_i\mathrm{ETH}_i + n\mathrm{AGE} + o\mathrm{RES} + \sum_{i=1}^{8} p_i\mathrm{REG}_i + q \end{aligned}$$

IV. SECTOR AND CURRICULUM EFFECTS

Figure 4.1 presents the causal model used to estimate joint sector and curriculum effects on achievement and college plans, net of background characteristics. The full model is a recursive four equation system. Sector and curriculum enrollment are each determined by a vector of background variables. No causal relationship between the two schooling choice variables is specified other than their joint background determination and correlated residual variation. Achievement is dependent on the background vector, sector, and curriculum enrollment. Expected educational attainment in turn is dependent on these prior variables and achievement. In this report only the last two equations will be estimated. Other educational outcomes to be analyzed with these equations include selected vocational achievement scores and ratings of quality of school life.

This relatively simple model is consistent with both the standard status attainment model of sociologists (Blau and Duncan, 1967; Sewell, Hauser, and Featherman, 1976) and the education consumption approach presented earlier. The attainment model posits schooling as the primary intervening mechanism converting and altering an individual's origin status into destination status. Usually destination status is represented by the adult respondent's educational attainment, occupation, and earnings, origin status by parents' education, occupation, and income, and the individual's pre-schooling ability level. A social psychological variable, called either significant other's influence or parental encouragement, is also included to capture the impact of differential parental ambition, values, and related factors in mediating the influence of these origin status variables on schooling outcomes. A second social psychological variable, referred to as educational aspirations or expected educational attainments, mediates the outcomes of secondary schooling on final educational attainment.

From this status attainment perspective, the model in Figure 4.1 evaluates the extent to which school sector and curriculum mediate the effects of origin status on the two proximate causes of destination status, academic achievement and expected educational attainment. Their having sizeable effects on the two educational outcomes net of origin status, together with their strong linkage to origin status (as shown in the previous section), would indicate their importance in transmitting social inequality across generations. Alternatively, from the perspective of a household consumption approach, the equations permit an assessment of the production efficiency of parents' expending their resources on either a private high school education or a college preparatory curriculum in order to maximize their children's human capital. The relative value of these two educational policy choices for optimizing various noneconomic attitudinal returns may also be assessed.

Table 4.9 presents the means and standard deviations for all variables used in the achievement and expected attainments equations. The fourteen explanatory variables include the two schooling variables, seven background variables, and five control variables. The background variables are family income, mother's and father's education, mother's and father's occupation, number of siblings, and significant other's influence.[5]

The five control variables included are religion (Catholic or other), ethnicity (black, Hispanic, or white), residence (urban or rural), region (one of the nine Census regions), and age. Although they are not theoretically

---

[5] Significant other's influence is a four-point scale of perceived degree of approval with a decision not to attend college by the person selected as the most important influence in one's life. High score signifies strong disapproval, i.e., encouragement to attend college. Of the four largest categories of persons chosen, 67 percent were parents, 14 percent friends, 10 percent other relatives, and 3 percent teachers or counselors.

Table 4.9 Means and Standard Deviations for Variables in Basic Model of Secondary School Sector Effects, NLS Youth Aged 14-17 in 1979

Variable		$\bar{X}$	S.D.
EDEXP		13.96	2.43
AFQT		68.34	20.03
SECTOR (PUB):	CATH	.035	.185
	OTHER	.028	.166
CURR (GEN):	COLL	.315	.464
	VOC	.133	.340
SOI		2.97	.912
INCOME (0-5):	5-10	.116	.320
	10-20	.247	.431
	20+	.400	.490
MOEDUC (0-6):	7-11	.256	.436
	12	.453	.498
	13-15	.106	.308
	16	.075	.263
	17-20	.024	.154
FAEDUC (0-6):	7-11	.234	.423
	12	.333	.471
	13-15	.105	.307
	16	.105	.306
	17-20	.072	.259
MOOCC (NOEMP):	BCOCC	.256	.436
	WCOCC	.275	.447
FAOCC (NOEMP):	BCOCC	.445	.497
	WCOCC	.302	.459
SIBS		3.23	2.23
RELIG (OTHER):	CATH	.321	.467
ETHN (WH):	BLACK	.140	.347
	HISP	.052	.222
AGE		15.58	1.08
RESID (RUR):	URB	.772	.419
REGION (PAC):	N ENG	.054	.226
	MATL	.155	.362
	SATL	.177	.382

Table 4.9 (continued)

Variable	$\overline{X}$	S.D.
ESC	.065	.246
WSC	.082	.275
ENC	.238	.426
WNC	.074	.262
MTN	.048	.214
NA-CURR	.023	.150
NA-INC	.182	.386
NA-MOED	.047	.212
NA-FAED	.100	.299

n=4832.

central to status attainment or to education consumption, the possible effects of these control variables are of substantive interest; and because they correlate with the other background variables, deleting them would bias the estimated effects of these variables.[6]

One potentially biasing omission from the vector of background variables is a measure of ability. According to CHK's critics, their failure to control for the probable higher ability of the more selective private school students biased upward their sector effect estimates. This possibility was analyzed on a 20 percent subsample of NLS youth who had at least one intelligence test score available in their high school records. A composite I.Q. index was constructed by taking the first recorded of seven possible intelligence test scores. Scores from the different tests were equilibrated by conversion to national percentiles.[7]

For the achievement equation, addition of the I.Q. index to the background vector uniformly decreased all background and schooling estimates to approximately two-thirds their original size. This reflects the fact the I.Q. index had a zero-order correlation of .704 with the AFQT score and moderate correlations with all background variables. Whether these reduced estimates are less biased, however, is by no means certain. The age at which each available intelligence test was administered was variable, but in most cases occurred well into the youths' schooling careers. Two-thirds of the available tests were taken in grades seven through ten, the modal year being grade nine. CHK have argued (1982: 165) that such school-age intelligence tests possess a strong achievement component, and therefore leave unanswered the question of whether such tests measure ability or simply prior achievement. If the latter, the reduced size of the estimated coefficients when the index is in the equation would simply reflect the consistently more modest effects of each variable on achievement gain as opposed to achievement level. But more important, even if the I.Q. index were a valid ability measure, a nearly uniform one-third adjustment in the size of the coefficients would not alter our overall conclusions on the relative importance of the sector and curriculum effects. Consequently it was decided to leave the estimates unaltered, as presented in Table 4.10.

---

[6] One other possible control variable, sex, was uncorrelated with the other explanatory variables, hence its omission had no impact on the other variables estimates. Product terms introduced to test for a possible sex by sector interaction effect were nonsignificant and so were also dropped from the equation.

[7] The intelligence tests used, in order of frequency, were the Otis-Lennon, Differential Aptitude, California Test of Mental Maturity, Lorge-Thorndike, Henmon-Nelson, SCAT, Kuhlman-Anderson, Stanford-Binet, and Wechsler.

For these schooling equations, the sample has been restricted to the half of the youth cohort who were of school age, 14-17.[8] Eleven of the explanatory variables are expressed in either single or multiple series dummy variable form, and in each case the referent category is denoted in parentheses after the variable name in the table. Eight of these are natural categoric variables. Three interval variables, mother's and father's education and family income, were categorized mainly to permit the inclusion of a no answer category for each, thereby minimizing case loss due to missing data.

This basic model fits the data well.[9] The OLS-estimated equation

---

[8] Besides the greater theoretical relevance and comparability with the HSB sample of this age segment, one key variable, significant other's influence, was not measured for the over 17 age group, and the income variable for some members of this older age group signifies the respondent's own destination status income rather than origin status, family income.

[9] In addition to this model results were obtained using two alterantive analysis strategies, each of which more closely represented key features of the original design for CHK. For both theoretical and methodological reasons, however, neither was considered preferable to the one reported in the text.

Table 4.10 Coefficients for Basic Model of Secondary School Sector Effects on Years of Expected Education and Achievement (AFQT) of NLS Youth Age 14-17 in 1979

Explanatory variable		AFQT		ED EXP	
		b	t	b	t
SECTOR (PUB):	CATH	.528	.43	.344	2.61
	OTHER	-1.844	-1.39	.140	.97
CURR (GEN):	COLL	9.14	17.43	1.053	17.95
	VOC	-.271	-.40	-.058	-.79
SOI		1.615	6.42	.544	19.76
INCOME (0-5):	5-10	1.720	1.54	.208	1.71
	10-20	5.667	5.35	.415	3.60
	20+	7.263	6.71	.416	3.52
MOEDUC (0-6):	7-11	3.435	2.59	.126	.88
	12	6.284	4.61	.381	2.57
	13-15	8.281	5.48	.779	4.73
	16	9.572	5.90	.801	4.54
	17-20	14.08	7.02	1.089	4.98
FAEDUC (0-6):	7-11	3.526	3.02	-.083	-.65
	12	5.693	4.81	-.082	-.63
	13-15	7.685	5.77	.168	1.15
	16	10.51	7.54	.534	3.50
	17-20	11.52	7.63	.789	4.77
MOOCC (NOEMP):	BCOCC	.497	.91	-.092	-1.55
	WCOCC	1.181	2.14	.088	1.47
FAOCC (NOEMP):	BCOCC	-.991	-1.68	-.095	-1.48
	WCOCC	1.01	1.46	-.017	-.22
SIBS		-.689	-6.51	-.025	-2.16
RELIG (OTHER):	CATH	.724	1.36	.100	1.73
ETHN (WH):	BLACK	-15.06	-20.93	.869	10.64
	HISP	-6.485	-5.67	.603	4.83
AGE		2.033	10.04	-.089	-4.00
RESID (RUR):	URB	-1.423	-2.67	.192	3.32
REGION (PAC):	N ENG	2.502	2.14	-.048	-.38
	MATL	-.107	-.12	-.046	-.49
	SATL	-.573	-.66	.060	.64
	ESC	-2.449	-2.22	.215	1.79
	WSC	-.116	-.12	-.023	-.21
	ENC	1.070	1.31	-.076	-.86

Table 4.10 (continued)

Explanatory variable	AFQT		ED EXP	
	b	t	b	t
WNC	4.462	4.27	-.043	-.38
MTN	.726	.61	-.321	-2.49
AFQT	-	-	.035	22.46
NA-CURR	-13.71	-9.28	-1.398	-8.57
NA-INC	4.750	4.29	.461	3.83
NA-MOED	-.357	-.22	.161	.92
NA-FAED	2.127	1.68	-.089	-.64
CONSTANT	17.43		10.04	
$\bar{R}^2$	.444		.483	
n	4,832		4,819	

explains 44 percent of the variation in youth cognitive achievement and 48 percent of the variation in expected educational attainments. The vector of seven background variables measuring origin status had its expected strong effect on both cognitive achievement and expected years of education. Only father's and mother's occupational position, broadly categorized into the three-fold division of blue-collar, white-collar, or unemployed/out-of-labor force, failed to have an independent effect net of the other variables. The linearity of the parents' education and family income effects is especially striking, as is the strong effect of the social psychological mediator of these origin status effects, significant other's influence.

The five control variables have mixed effects. Being of Catholic origins in itself has no effect on achievement or expectations, and age raises achievement levels and reduces expectations. By contrast, being a member of a disadvantaged minority, either black or Hispanic, strongly lowers achievement and raises expectations. Residing in an urban location also reduces achievement and raises expectations, but only slightly. Finally, the eight dummy variable coefficients measuring regional variation indicate that the regional variation on these two educational outcomes is accounted for reasonably well by the variables already in the equation. Youth from the New England region have the highest observed achievement scores, those from the East South Central the lowest. Net of all other variables in the equation, however, the observed difference between these two extreme regions drops from

---

One estimated separate production function equations for each sector, and then compared their relative impact by means of component analysis (Althauser and Wigler, 1972). The other treated curriculum as a mediator of the sector variable, in a fully recursive structural equations model. Following the conventions of path analysis (Alwin and Hauser, 1975), the relative effects of sector and curriculum were then assessed in terms of their total, direct (unmediated), and indirect (mediated) effects. What is important to note here is that results so obtained did not alter any of the substantive conclusions reported in the text.

13 points to three points (see Appendix 4A).

The two schooling effects were assessed in the context of these background and control variable effects. Table 4.10 indicates that net of the origin status and other control factors, being in a college preparatory instead of general curriculum added a net average of nine points to a youth's total cognitive achievement score. Being in a Catholic or other private school made no difference in achievement scores, the nonsignificant net increment over public schools being .5 for the Catholic and -1.8 for the other private sector. There was a small but significant effect of Catholic sector on expected years of education. Being in the Catholic sector instead of the public added a net average of one-third year more to a youth's expected education. By contrast, being in the other private sector made no significant difference, and being in the college preparatory curriculum added an average of one full year of expected education.[10] The clear conclusion is that being in the college preparatory curriculum of any sector is much more critical than sector itself for maximizing these two educational outcomes.

Before accepting this conclusion, several additional analyses were performed. First the analyses were repeated on the older half of the cohort, those who in 1979 were age 18-22. If sector differences appeared in the post-high school years, some type of "sleeper effect" process could be at work, wherein youth in private schools developed study skills or received character training that enabled them to perform better after high school. Table 4.11 shows the two equations reestimated for this older group. The basic model is the same except for the omission of significant other's influence, which is

---

[10] In evaluating the size of these schooling effects, caution must be exercised in taking too literally the absolute values of the coefficients. These values are useful more as a common metric for interpreting the relative importance of the different effects.

Table 4.11 Secondary School Sector Effects on Achievement (AFQT) and Expectations Estimated from Basic Model for 14-17 and 18-22 Age Cohorts

Explanatory variable		18-22, no SOI		14-17, no SOI		14-17	
		b	t	b	t	b	t
		AFQT					
SECTOR (PUB):	CATH	.831	.83	.748	.62	.528	.43
	OTHER	1.050	.88	-1.908	-1.45	-1.844	-1.39
CURR (GEN):	COLL	11.382	22.82	9.803	19.20	9.143	17.43
	VOC	3.121	5.62	-.216	-.33	-.271	-.40
SOI		-		-		1.615	6.42
AGE		1.506	9.32	1.929	9.72	2.033	10.04
$\bar{R}^2$		.450		.442		.444	
n		6,048		5,094		4,832	
		EDEXP					
SECTOR (PUB):	CATH	.206	1.82	.366	2.70	.344	2.61
	OTHER	.254	1.89	.170	1.15	.140	.97
CURR (GEN):	COLL	1.231	21.08	1.211	20.47	1.053	17.95
	VOC	.074	.12	-.181	-2.44	-.058	-.79
SOI		-		-		.544	19.76
AFQT		.045	31.23	.038	24.10	.035	22.46
AGE		-.010	-.54	-.130	-5.79	-.089	-4.00
$\bar{R}^2$		.469		.444		.483	
n		5,990		5,078		4,819	

[a] Coefficients for other variables in full equation (see Table 4.10) not presented.

not measured for this age group; for comparison purposes, the 14-17 age group equations were reestimated without significant other's influence. The older youth showed the same basic pattern of effects as the younger, except that the significant effect of Catholic sector on expectations became nonsignificant. The only evidence of a "sleeper effect" is for youth who were in a vocational training program. Having been from such a program gave the older youth a small but significant three point achievement advantage over general curriculum youth. Youth in the 14-17 age category, however, showed a nonsignificant achievement disadvantage from vocational training of -.2 points.[11]

The next analysis examined the possibility that estimations made for the total youth population may have concealed significant sector effects for major subgroups of youth. Table 4.12 presents the sector and curriculum effects estimated from the basic model separately for blacks, Hispanics, and whites. The consistency of the college preparatory curriculum effect across subgroups was striking. Taking college preparatory courses helps blacks, Hispanics, and whites about equally, in both achievement and expectations. The net achievement gain over the general curriculum ranges from seven to ten points, and the net gain in average expected years of education is one year. The sector effects, on the other hand, are highly unstable across subgroups. The small gain in educational expectations from being in the Catholic sector holds only for white youth. There were no sector effects for black youth, but two suggestive sector effects did appear for Hispanics. Being in Catholic schools raised their achievement scores 7.6 points over public schools, and attending other private schools raised their years of expected education 1.2 years.

---

[11] A variety of interpretations for this apparent paradox are possible; for example, it may be that vocational training qualified these youth for cognitively complex post-high school work activity that fostered further cognitive achievement.

Table 4.12 Secondary School Sector Effects on Achievement (AFQT) and Expectations Estimated from Basic Model Separately for Black, Hispanic, and White Youth Aged 14-17[a]

Explanatory variable		Black		Hispanic		White	
		b	t	b	t	b	t
		AFQT					
SECTOR (PUB):	CATH	1.025	.30	7.588	2.37	.300	.20
	OTHER	-6.327	-1.93	6.097	1.52	-1.795	-1.08
CURR (GEN):	COLL	10.017	9.70	7.055	4.68	9.159	13.49
	VOC	2.294	1.88	1.811	.95	-.748	-.85
SOI		1.890	4.03	.940	1.31	1.564	4.75
$\bar{R}^2$		.291		.300		.339	
n		1,276		674		2,882	
		EDEXP					
SECTOR (PUB):	CATH	-.179	-.43	.289	.82	.382	2.38
	OTHER	.097	.25	1.184	2.61	.068	.39
CURR (GEN):	COLL	1.026	7.93	1.112	6.56	1.050	14.13
	VOC	.098	.67	.057	.27	-.079	-.84
SOI		.419	7.33	.557	6.99	.567	16.11
AFQT		.033	9.60	.043	9.73	.035	17.42
$\bar{R}^2$		.341		.433		.512	
n		1,275		671		2,873	

[a] Coefficients for other variables in full equation (see Table 4.10) of basic model not presented.

In considering the meaning of this Hispanic private sector effect, the first possibility that comes to mind is that the private schools Hispanics attend may do a better job than public schools in dealing with the special verbal needs of Hispanic students. Secondly, the religious instruction in Catholic schools may be an important cultural bridge linking home values with school work. The greater need for this home-school link for Hispanics is suggested by the absence of a significant other's influence effect on achievement for them, compared to strong effects of this variable for both blacks and whites. In order to investigate further the verbal needs explanation, the total achievement score was disaggregated into its four subtest components and the achievement equation was reestimated in each subgroup for each subtest. The sector effect results for each equation are summarized in Table 4.13. Note that summing the sector effect for each subtest, using the weighting formula in this table footnote, perfectly reproduces the total AFQT sector effect presented in the right column. These findings confirm the expectation that it is the verbal component of achievement that is most aided by Hispanics' private school enrollment. Sector enrollment has no effect on Hispanic scores in arithmetic reasoning or numerical operations. Being in Catholic schools significantly increases Hispanics' word knowledge and paragraph comprehension scores, and other private sector enrollment also increases their word knowledge scores. No similar pattern holds for the disaggregated scores of black or white youth.

The final analysis of subgroup variation in sector effects substituted vocational achievement for cognitive achievement as the dependent eduational outcome. Table 4.14 reports the sector effects for each subgroup on the four vocational subtests from the ASVAB battery--mechanical comprehension, auto and shop information, electronics information, and coding speed. The expectation

Table 4.13 Secondary School Sector Effects on the Four Subtests of the AFQT Score, for Black, Hispanic, and White Youth Aged 14-17[a]

Sub-group	Sector effect	Word know.	Parag. comp.	Arith. reas.	Num. oper.	Total AFQT[b]	n
		Sub-test					
BLACK	CATH	1.441	-.524	.300	-.385	1.025	1276
	OTHER	-2.400	-1.756*	-.191	-3.962	-6.327	
	$\overline{R}^2$	.276	.206	.139	.182	.291	
HISP	CATH	3.409*	1.467*	1.594	2.236	7.588*	674
	OTHER	4.181*	1.426	-.478	1.937	6.097	
	$\overline{R}^2$	.279	.236	.210	.181	.300	
WHITE	CATH	.317	-.076	-.777	1.674	.300	2882
	OTHER	.241	-.448	-.085	-3.005*	-1.795	
	$\overline{R}^2$	.295	.242	.242	.199	.340	
TOTAL	CATH	.530	-.044	-.618	1.319	.528	4832
	OTHER	.201	-.484	-.134	-2.855*	-1.844	
	$\overline{R}^2$	.404	.323	.332	.260	.444	
	$\overline{Y}_{TOT}$	24.41	10.42	16.88	33.25	68.34	
	$S.D._{TOT}$	7.46	3.46	7.05	10.55	20.03	

*$p < .05$.

[a] Coefficients for other variables in full equation of basic model (see Table 4.10) not presented.

[b] AFQT = W.K. + P.C. + A.R. + 1/2 N.O.

Table 4.14 Secondary School Sector Effects on Four Nonacademic Achievement Tests, for Black, Hispanic, and White Youth Aged 14-17[a]

Sub-group	Sector effect	Mech. comp.	Auto. info.	Elec. info.	Coding speed	n
BLACK	CATH	-.034	-.731	-.570	1.222	1276
	OTHER	.391	-.932	.356	-6.154*	
	$\overline{R}^2$	.095	.109	.112	.151	
HISP	CATH	-1.003	-1.214	.491	4.456	674
	OTHER	.221	-1.676	.142	2.697	
	$\overline{R}^2$	.142	.180	.163	.138	
WHITE	CATH	-1.123*	-1.300*	-.912*	-.263	2882
	OTHER	-.460	-.467	.315	-1.626	
	$\overline{R}^2$	.135	.098	.149	.140	
TOTAL	CATH	-1.068*	-1.262*	-.842*	.084	4832
	OTHER	-.383	-.572	.332	-1.806	
	$\overline{R}^2$	.250	.231	.250	.205	
	$\overline{Y}$	13.29	12.75	10.35	43.02	
	S.D.	4.99	5.06	4.07	15.16	

*p < .05.

[a] Coefficients for other variables in full equation of basic model (see Table 4.10) not presented.

was that attending a private school would reduce vocational achievement, given the relative absence of vocational training opportunities there. Even after taking into account sector differences in vocational curriculum enrollment, the private school college preparatory and general curriculum youth have fewer opportunities for vocational course electives compared to what is available to their public school counterparts (Table 4.6).

The coefficients in Table 4.14 indicate a generally consistent pattern of small negative effects of the private sector on vocational achievement. Only four of the 24 separate sector effect coefficients are significant, but all four show a negative private sector effect. This effect is strongest for white youth, for whom Catholic sector enrollment significantly reduces scores in mechanical comprehension, automobile information, and electronics information. For automobile information only, the coefficients for Catholic and other private sector are negative across all three subgroups. For mechanical comprehension, Catholic sector coefficients are also negative for all three subgroups. Electronics information, which is less "manual" and can be learned in academic as well as vocational settings, has the least consistent pattern of sector coefficients.

V. QUALITY OF SCHOOL LIFE

These findings strongly suggest that increased Federal support of private schooling, whether by means of tax credits or some other scheme, will not advance the level of learning among American youth. With the important exception of the Catholic sector effect on verbal achievement of Hispanic youth, enrollment in private schools has no significant net effect on cognitive achievement. What does matter is taking college preparatory courses, and one does not need private schools to do this. In fact, from this report the only justification for Federal support of private schooling would be to remedy its deficiencies, particularly in vocational training. From the standpoint of the parent-consumer of education, choice of sector is not a crucial factor in human capital development--choice of curriculum is.

Correspondingly, looking at these findings in the context of the status attainment model of American society, private schooling is not, and has no special potential for becoming, an important mechanism for fostering social mobility. The degree of social advantage possessed by each youth is not likely to be significantly altered by choice of sector enrollment, however much it may currently determine that choice. By contrast, the uniformly strong effects of curriculum enrollment on schooling outcomes confirms previous studies (e.g., Alexander and McDill, 1975; Rosenbaum, 1980) which have found this variable to be strongly implicated in the status attainment process.

So why is it that the belief in private education superiority persists, both among key policy-makers and some of the American public? If one assumes, as economists do, that these educational "producers" and "consumers" tend to be rational, and that "bad information" alone is not the answer, then there must exist some "nonpecuniary factors" instead of human capital formation that are being optimized by private schooling. Speculation on what the full spectrum of nonpecuniary factors could be is beyond the scope of this report. One such factor is a general subjective state of well-being, sometimes called "quality of school life" (Epstein, 1981). For many parents the belief that private schools provide an immediate life quality superior to that in public schools might be sufficient justification to expend available income for private school tuition. In order to examine the plausibility of considering the private sector as the best bet for this "nonpecuniary" optimization, six quality of school life indicators were regressed separately on the fourteen variables of the basic model. This specification treats general well-being as an attitudinal outcome of schooling parallel to, but very different from, the human capital variable, expected years of education.

The six indicators represent the youth's ratings of the high schools they attended on aspects of school life central to their general well-being--instructional quality, school discipline, learning freedom, personal safety, job counseling, and peer relations.[12] Similar ratings have been used quite differently by CHK, following a long tradition of "school climate" research (e.g., Coleman, 1961; McDill and Rigsby, 1973). This line of inquiry hypothesizes that these individual attitudes aggregated over the student population of a school constitute the prevailing school climate, which in turn is a key determinant of the academic performance level at the school. The fact that the climate-performance hypothesis has yet to receive any convincing empirical support (Hauser, 1970, 1974; Goldberger and Cain, 1982) reinforces the theoretical decision to use the ratings only as outcome variables.

Consistent with our previous findings, here we find that being in the college preparatory rather than general curriculum significantly increased all six quality of school life ratings (Table 4.15). In addition, being in the vocational curriculum significantly raised ratings on three of the dimensions--instructional quality, learning freedom, and job counseling. But unlike the

---

[12] Instructional quality is a composite of four items--"my schoolwork requires me to think to the best of my ability, most of my classes are boring, most of my teachers really know their subjects well, most of my teachers are willing to help with personal problems." The rest are single item indices--"you can get away with almost anything at this school" (school discipline); "at this school, a person has the freedom to learn what interests him or her" (academic freedom); "I don't feel safe at this school" (personal safety); "this school offers good job counseling" (job counseling); and "it's easy to make friends at this school" (peer relations). All items are coded so a high score corresponds to the variable direction implicit in its label.

Table 4.15 Secondary School Sector Effects on Six Quality of School Life Ratings, Estimated from Basic Model for Youth Aged 14-17 in 1979[a]

Explanatory variable		Instructional quality		School discipline		Learning freedom	
		b	t	b	t	b	t
SECTOR (PUB):	CATH	.162	4.13	.494	7.36	-.434	-6.71
	OTHER	.298	6.97	.442	6.04	-.183	-2.60
CURR (GEN):	COLL	.142	8.20	.070	2.36	.139	4.87
	VOC	.069	3.15	.050	1.34	.141	3.94
SOI		.041	5.01	.032	2.25	.020	1.45
AFQT		-.000	-.26	-.002	-1.93	.000	.16
		Personal safety		Job Counseling		Peer relations	
		b	t	b	t	b	t
SECTOR (PUB):	CATH	.112	1.75	-.148	-2.07	.111	2.11
	OTHER	.195	2.77	-.301	-3.80	.080	1.40
CURR (GEN):	COLL	.085	2.97	.151	4.74	.054	2.33
	VOC	.043	1.19	.232	5.81	-.020	-.67
SOI		-.014	-1.00	.010	.65	-.008	-.70
AFQT		.007	8.70	.001	1.04	.001	1.48

[a] Coefficients for other variables in the full equation (see Table 4.10) not presented.

achievement or expected education findings, all six quality of life ratings were also significantly affected by sector enrollment. Youth in private schools, net of all background and curriculum enrollment effects, rated more highly than public school youth the quality of their class instruction and strictness of discipline, and slightly more highly their personal safety and friendship opportunities at school. They rated lower than public school youth their degree of learning freedom and opportunities for job counseling.

These sector and curriculum effects on life quality occurred in the nearly complete absence of significant effects from cognitive achievement, the other key schooling variable in the equation. High performing youth tended to rate their personal safety higher, but otherwise youth performance levels were unrelated to their life quality ratings. This contrasts with the strong effect achievement had on the human capital variable, expected years of education.

In conclusion, there is some definite nonpecuniary gain to be had from private sector enrollment--the quality of school life is better. Insofar as quality of school life bears the hypothesized relation to youths' subjective state of well-being, this advantage cannot be minimized. Except for Hispanics, however, beliefs about the superiority of private education should be restricted to this domain. Federal policy-makers and parents who contemplate investment in private secondary education need to know they will be optimizing student life quality, not learning. Efforts to improve the quality of student life in public schools might be an even sounder investment.

Before proposing any policy interventions, however, further research is needed to determine the range of factors contributing to the higher quality of life in private schools. Some of these may not be easily transferable to public schools. One of these is the aura of elitism. For example, the label of private school student may in itself convey a sense of privilege and speciality over public school students, causing these youth to attribute a high value to their school life irrespective of its actual quality. Elitism is a psychic resource which, by definition, cannot be widely distributed. Public school systems would only suffer further budgetary problems if parents believed this elitism could be purchased by adding further amenities to their facilities. The democratization of private school enrollment through a tuition tax credit plan might reduce elitism, but would thereby also diminish the value of private schools for many consumers. An alternative to planned democratization of private schools is the natural levelling influences of American popular culture, where symbols of elitism eventually tend to be diffused throughout mainstream society and thereby deflated. A current public high school fad is the "preppy" subculture, wherein students mimic through dress and mannerisms the life style of the private boarding school student.[13]

A related characteristic of many private schools is their greater sense of tradition, and in the case of Catholic and other religious schools, their sacred character. Neither feature can be easily reproduced in public schools, however important they are for quality of student life and general well-being. Constitutional requirements forbid the observance of religion in public schools, and the rapid pace of public school social change and instructional innovation over the past decade has eroded much of the tradition in public school life. As Shils (1981) has argued, the presence of tradition can be crucial in providing a normative ordering that counterbalances the excessive rationalization of modern society. Tradition defines the "natural" way to do things, representing the accumulation of experience tested over time. Informal student folklore, rituals, and formal teacher-student ceremonies operate in place of legalistic student codes of conduct to guide student behavior, providing an interpretive context for the experience of schooling. Waller (1932) has similarly emphasized the importance of tradition in the early-century public high schools.

---

[13] See Lisa Birnbach, ed., The Official Preppy Handbook, New York: Workman, 1980. Ironically, this best-seller among youth advocates the same hedonistic values and disdain of personal achievement which Coleman viewed so critically in his original (1961) study of American high school life.

In addition to normative regulation, school traditions often evoke imagery of past greatness, a heritage of accomplishment worthy of emulation and preservation for future generations of students. Individual striving serves the corporate "student body" extended through time. The existence of an honor roll or portrait gallery of distinguished alumni and former teachers, even the display of athletic trophies dating back to the early history of the school, can add to the quality of life of students. The veneration of past greatness fosters a sense of sharing in this greatness. On the other hand, excessive worship of the past can be a form of escapism that stifles individual freedom and innovation, making youth poorly adapted to the continuing rapid pace of social change in modern society. Learning to cope with the greater social strains, impersonality, and bureaucracy of public school life may be better preparation for the realities of adulthood. These are issues which must be resolved through further research and debate. What this research has shown is that the substantial sector difference in quality of student life is not coupled with any strong sector differences in quantity of learning.

APPENDIX 4A

ANALYSIS OF REGIONAL VARIATION

Table 4A.1 shows the regional mean values in achievement and expectations before and after taking into account all the explanatory variables in the basic model. The analysis was restricted to public school youth because of region-specific sample size limitations. Preliminary analyses of the total sample revealed no significant region by sector interaction effect; hence these results should generalize to the private school sector. The expected regional means were calculated by substituting into the regression equations of the basic model region $i=1$ and $j=0$ if $i \neq j$ and the means of all other variables in the equation.

Looking first at the unadjusted means, public school youth from the three southern regions (South Atlantic, East South Central, and West South Central) average 9 points lower in achievement than youth from the two eastern regions (New England and Middle Atlantic), 10 points lower than youth from the two North Central regions (East and West), and 6 points lower than youth from the two western regions (Mountain and Pacific). If youth were equivalent across regions on all explanatory variables entered in the model (except of course region), these regional differences would become negligible. Looking now at the adjusted regional means, southern youth would differ from eastern youth only 2 points, from north central youth 4 points, and from western youth 2 points.

The basic model also explains most of the regional variation in expected years of education. Clustering the nine census regions into the same four areas, the maximum difference between any two areas of .7 years drops to .2 years after adjustment on the explanatory variables.

Table 4A.1 Observed and Adjusted Regional Mean Values of Achievement (AFQT) and Expected Education (Years), for Public Sector Youth Aged 14-17 in 1979

Region	Achievement		Expectations	
	Observed	Adjusted	Observed	Adjusted
New Eng.	75.28	69.96	14.55	13.94
Mid. Atl.	68.46	67.07	14.00	13.88
S. Atl.	62.10	66.99	13.64	13.90
E.S. Cen.	60.66	64.78	13.52	14.16
W.S. Cen.	61.91	67.03	13.76	13.93
E.N. Cen.	70.05	68.78	13.84	13.88
W.N. Cen.	73.76	71.66	14.03	13.92
Mtn.	68.28	68.08	13.45	13.61
Pac.	67.72	67.60	14.00	13.95
U.S. total	67.90	67.91	13.93	13.92
S.D.	20.06	-	2.24	-

References

Alexander, K.L., and McDill, E.L. 1976. Selection and allocation within schools: some causes and consequences of curriculum placement. *American Sociological Review* 6: 963-80.

Alwin, D.F., and Hauser, R.M. 1975. The decomposition of effects in path analysis. *American Sociological Review* 40: 37-47.

Althauser, R.P., and Wigler, M. 1972. Standardization and component analysis. *Sociological Methods and Research* 1: 97-135.

Becker, G. 1976. *The economic approach to human behavior*. Chicago: University of Chicago Press.

Blau, P.M., and Duncan, O.D. 1967. *The American occupational structure*. New York: Wiley.

Bock, R.D., and Mislevy, R.J. 1981. *Data quality analysis of the Armed Services Vocational Aptitute Battery*. Chicago: National Opinion Research Center.

Brown, B.W., and Saks, D.H. 1981. Economic analysis of time and school learning. Paper presented at the National Invitational Conference on Instructional Time and Student Achievement, 18-19 May, 1981, Evanston, Illinois.

Campbell, P.B., Orth, M.N., and Seitz, P. 1981. *Patterns of participation in secondary vocational education*. Columbus: National Center for Research in Vocational Education, Ohio State University.

Coleman, J.S. 1961. *The adolescent society*. New York: Free Press of Glencoe.

________________. 1981. Private schools, public schools, and the public interest. *The Public Interest* 64: 19-30.

Coleman, J.S., Campbell, E.Q., Hobson, C.J., McPartland, J., Mood, A.M., Weinfield, F.D., and York, R.L. 1966. *Equality of educational opportunity*. Washington, D.C.: U.S. Government Printing Office.

Coleman, J.S., Hoffer, T., and Kilgore S. 1981. *Public and private schools*. Report to National Center for Education Statistics. Chicago: National Opinion Research Center.

________________. 1982. Cognitive outcomes in public and private schools. *Sociology of Education* 55: 65-76.

Coleman, J.S., Kelley, S.D., and Moore, J.A. 1975. *Trends in school segregation, 1968-73*. Washington, D.C.: The Urban Institute.

Epstein, J.L. (ed.). 1981. *The quality of school life*. Lexington: Heath.

Freeman, R.B. 1976. The overeducated American. New York: Academic Press.

Goldberger, A.S., and Cain, G.C. 1982. The causal analysis of cognitive outcomes in the Coleman, Hoffer, and Kilgore report. Sociology of Education 55: 65-76.

Hanushek, E.A. 1979. Conceptual and empirical issues in the estimation of educational production functions. The Journal of Human Resources 14: 351-388.

Hauser, R.M. 1970. Context and consex: a cautionary tale. American Journal of Sociology 75: 645-664.

______________. 1974. Contextual analysis revisited. Sociological Methods and Research 2: 365-375.

McDill, E.L., and Rigsby L.C. 1973. Structure and process in secondary schools: the academic impact of educational climates. Baltimore: Johns Hopkins University Press.

McWilliams, H.A. 1980. The profile of American youth: field report. Chicago: National Opinion Research Center.

Rosenbaum, J.E. 1980. Track perceptions and frustrated college plans: an analysis of the effects of tracks and track perceptions in the National Longitudinal Survey. Sociology of Education 53: 74-88.

Sewell, W.H., Hauser, R.M., and Featherman, D.L. (eds). 1976. Schooling and achievement in American society. New York: Academic Press.

Shils, E. 1981. Tradition. Chicago: University of Chicago Press.

Waller, W. 1932. The sociology of teaching. New York: Wiley.

NORC-4332
11/80

Case # ______________________________

OMB # 44-R-1640
Exp. 12-82

NATIONAL OPINION RESEARCH CENTER
University of Chicago

CENTER FOR HUMAN RESOURCE RESEARCH
Ohio State University

National Longitudinal Survey of Labor Force Behavior

Youth Survey, 1981

Introduction for Youth Survey Questionnaire:

Hello, I'm (NAME) from the National Opinion Research Center at the University of Chicago. As you may remember, a year ago one of our representatives came to ask some questions. As we said last year, we would like to interview you each year for the next several years so that we can see how young people are doing. The purpose of the survey is to conduct research on the education, training, and work experience of youth in order to help solve youth's employment and unemployment problems. We are collecting this information nationwide for the U.S. Department of Labor under the Comprehensive Employment and Training Act, Public Law 95-524, as amended. I would appreciate it very much if you would take some time to answer some questions about yourself, mainly about your schooling and work. We will pay you $5 for your time.

Your participation in this survey is completely voluntary. Failure to respond will not have any effect on rights, benefits, and privileges under Federal programs. All the information you give will be protected under the Privacy Act of 1974. This means that your answers will be kept strictly confidential. Results of the study will be made public only in summary or statistical form so that individuals who participate cannot be identified.

NOTICE: ALL INFORMATION THAT WOULD PERMIT IDENTIFICATION OF RESPONDENTS OR THEIR HOUSEHOLDS WILL BE REGARDED AS STRICTLY CONFIDENTIAL, WILL BE USED ONLY FOR RESEARCH PURPOSES AND WILL NOT BE DISCLOSED OR RELEASED FOR ANY OTHER PURPOSE WITHOUT PRIOR CONSENT, EXCEPT AS REQUIRED BY LAW.

BEGIN DK 01
10-13/

RECORD TIME BEGAN: ______ AM / PM

SECTION 1

INTERVIEWER: BEFORE CONDUCTING THIS INTERVIEW:

ENTER DATE OF LAST INTERVIEW AND TODAY'S DATE ON CALENDAR. DRAW A LINE THROUGH ROWS A-C AT EACH DATE TO INDICATE THE REFERENCE PERIOD FOR THIS YEAR'S INTERVIEW.

1. We would like to begin this year's interview by first checking our birthdate information. When were you born?

ENTER DATE: ☐☐ ☐☐ ☐☐ (MONTH DAY YEAR) 14-19/

A. INTERVIEWER: SEE INFO SHEET, ITEM 1. ARE THE DATES THE SAME?

YES	1	20/
NO	0	
NO DATE ON INFO SHEET	2	

B. INTERVIEWER: HAS R HAD HIS/HER BIRTHDAY YET THIS YEAR?

IF YES, SUBTRACT YEAR OF BIRTH FROM 80
IF NO, SUBTRACT YEAR OF BIRTH FROM 79

ENTER AGE: ☐☐ 21-22/

C. That would make you (READ AGE) years old as of today. Is that correct?

Yes .... (GO TO Q. 2)	1	23/
No .. (INTERVIEWER: RESOLVE DISCREPANCY. SEE Q-BY-QS FOR SECTION 1)	0	

---

2. INTERVIEWER: SEE CALENDAR.

A. ENTER WEEK # OF TODAY'S DATE HERE: THIS WEEK ☐☐☐ 24-26/

B. ENTER WEEK # OF LAST YEAR'S INTERVIEW DATE HERE: LAST YEAR'S WEEK ☐☐☐ 27-29/

C. SUBTRACT B FROM A AND ENTER HERE: # OF WEEKS SINCE LAST INTERVIEW ☐☐☐ 30-32/

D. SHOW R CALENDAR AND READ: The last time we talked to you was on (DATE OF LAST INTERVIEW). That would be about (NUMBER OF WEEKS SINCE LAST INTERVIEW) weeks ago. During how many of these weeks did you do any work for pay? Count weeks when you did any paid work and weeks on paid vacation or paid sick leave. Don't count weeks on layoff.

ENTER # OF WEEKS: ☐☐☐ 33-35/

3. INTERVIEWER: ARE ALL WEEKS ACCOUNTED FOR (NUMBER OF WEEKS IN 2D EQUALS NUMBER OF WEEKS IN 2C)?

YES .... (SKIP TO SECTION 2) 1 36/
NO 0

---

4. SUBTRACT NUMBER OF WEEKS WORKING (NUMBER OF WEEKS IN 2D) FROM TOTAL NUMBER OF WEEKS SINCE LAST YEAR'S INTERVIEW (NUMBER IN 2C) AND RECORD BELOW:

NUMBER OF WEEKS IN 2C: ________
NUMBER OF WEEKS IN 2D: -________

ENTER # OF WEEKS NOT WORKING: ☐☐☐ 37-39/

---

5. That leaves (NUMBER OF WEEKS NOT WORKING) weeks when you were not working or on paid vacation or paid sick leave. During how many of those weeks were you looking for work or on layoff from a job?

ENTER # OF WEEKS: ☐☐☐ 40-42/

SECTION 2: MARITAL HISTORY

1. INTERVIEWER, SEE ITEM 2 ON INFO SHEET FOR Rs MARITAL STATUS. THEN READ: When we talked to you on (DATE OF LAST INTERVIEW), you said you were (never married/married/separated/divorced/widowed). Has there been any change in your marital status since then? That is, have you been married, separated, divorced, remarried, or widowed?

Yes ..... (GO TO Q. 2) 1 43/

No ...... (ANSWER A) 0

A. IF NO: INTERVIEWER, DOES ITEM 2 ON INFO SHEET LIST R AS "MARRIED?"

YES ..... (SKIP TO Q. 6) 1 44/

NO ...... (SKIP TO SECTION 3) 0

	FIRST CHANGE	SECOND CHANGE	THIRD CHANGE
2. A. Since (DATE OF LAST INTERVIEW), what was the (first/second/ETC.) change in your marital status?	45/ Married .... 1 Separated .. 2 Divorced ... 3 Reunited ... 4 Remarried .. 5 Widowed 6	46/ Married .... 1 Separated .. 2 Divorced ... 3 Reunited ... 4 Remarried .. 5 Widowed 6	47/ Married .... 1 Separated .. 2 Divorced ... 3 Reunited ... 4 Remarried .. 5 Widowed 6
B. When did that happen? ENTER MONTH & YEAR.	☐☐ 19☐☐ MONTH YEAR 48-49/ 50-51/	☐☐ 19☐☐ MONTH YEAR 52-53/ 54-55/	☐☐ 19☐☐ MONTH YEAR 56-57/ 58-59/
C. After that, was there any other change in your marital status?	60/ Yes..GO TO Q.2A FOR SECOND CHANGE) .. 1 No . (GO TO Q. 3) 0	61/ Yes..GO TO Q.2A FOR THIRD CHANGE) .. 1 No . (GO TO Q. 3) 0	62/ Yes. (USE A 2ND QUESTIONNAIRE. GO TO Q.2A, [P.2-1] FOR THE NEXT CHANGE) ... 1 No 0

3. INTERVIEWER: WAS "MARRIED" OR "REMARRIED" CODED IN Q. 2A FOR THE FIRST, SECOND, OR THIRD CHANGE?

YES 1 63/

NO .. (SKIP TO Q. 6) 0

4. When was your (most recent) (husband/wife) born?

ENTER MONTH ☐☐ 64-65/

AND YEAR 19 ☐☐ 66-67/

5. A. Since (DATE OF LAST INTERVIEW), has your (most recent) (husband/wife) been enrolled in regular school--that is, in elementary school, high school, college, or graduate school?

Yes	1	68/
No	0	

B. What is the highest grade or year of regular school that your (most recent) (husband/wife) has completed and gotten credit for?

NONE	00			69-70/
1ST GRADE	01			
2ND GRADE	02	1ST YEAR OF COLLEGE	13	
3RD GRADE	03	2ND YEAR OF COLLEGE	14	
4TH GRADE	04	3RD YEAR OF COLLEGE	15	
5TH GRADE	05	4TH YEAR OF COLLEGE	16	
6TH GRADE	06	5TH YEAR OF COLLEGE	17	
7TH GRADE	07	6TH YEAR OF COLLEGE	18	
8TH GRADE	08	7TH YEAR OF COLLEGE	19	
9TH GRADE	09	8TH YEAR OF COLLEGE	20	
10TH GRADE	10			
11TH GRADE	11			
12TH GRADE	12			

NOW SKIP TO Q. 7

---

6. Since (DATE OF LAST INTERVIEW), has your (most recent) (husband/wife) been enrolled in regular school--that is, in elementary school, high school, college, or graduate school?

Yes ..(ASK A) ..	1	71/
No . (GO TO Q.7) .	0	

A. IF YES: What is the highest grade or year of regular school that your (most recent) (husband/wife) has completed and gotten credit for?

NONE	00			72-73/
1ST GRADE	01			
2ND GRADE	02	1ST YEAR OF COLLEGE	13	
3RD GRADE	03	2ND YEAR OF COLLEGE	14	
4TH GRADE	04	3RD YEAR OF COLLEGE	15	
5TH GRADE	05	4TH YEAR OF COLLEGE	16	
6TH GRADE	06	5TH YEAR OF COLLEGE	17	
7TH GRADE	07	6TH YEAR OF COLLEGE	18	
8TH GRADE	08	7TH YEAR OF COLLEGE	19	
9TH GRADE	09	8TH YEAR OF COLLEGE	20	
10TH GRADE	10			
11TH GRADE	11			
12TH GRADE	12			

BEGIN DECK 02

7. During 1980, what kind of work did your (most recent) (husband/wife) do?
RECORD VERBATIM.
IF MORE THAN ONE OCCUPATION, PROBE FOR AND RECORD WORK DONE THE LONGEST DURING THAT PERIOD.

____

PROBE: What were (his/her) main activities or duties?
PROBE FOR TWO MAIN DUTIES, RECORD VERBATIM, AND GO TO Q. 8.

____ 10-12/

____

____

____

OR
DID NOT WORK DURING THAT PERIOD (SKIP TO SECTION 3) 995

OR
NEVER WORKED .... (SKIP TO SECTION 3) 996

OR
DON'T KNOW 998

---

8. **INTERVIEWER:** SEE Q. 1 AND 2 AND CODE BELOW.

R IS CURRENTLY MARRIED .... (ASK A & B) 1 13/
ALL OTHERS .... (GO TO SECTION 3) 2

IF R IS CURRENTLY MARRIED, ASK A & B:

A. During 1980, how many weeks did your (husband/wife) work at all jobs, either full or part time, not counting work around the house?

ENTER # OF WEEKS ☐☐ 14-15/

B. In the weeks your (husband/wife) worked, how many hours did (he/she) *usually* work per week?

ENTER # OF HOURS ☐☐ 16-17/

SECTION 3: FERTILITY

1. INTERVIEWER: SEE ITEM 3 ON INFO SHEET. When we talked on (DATE OF LAST INTERVIEW) you had had (no/NUMBER) children. Have you (given birth to/had) any (more) children since then?

Yes .... (ASK A) 1 18/

No .... (GO TO SECTION 4) 0

A. How many children have you had since then, not counting any babies who were dead at birth?

ENTER # OF CHILDREN ☐☐ 19-20/

B. When (was this child/were these children) born?

	MONTH		DAY		YEAR	
FIRST CHILD	☐☐	21-22/	☐☐	23-24/	19 ☐☐	25-26/
SECOND	☐☐	27-28/	☐☐	29-30/	19 ☐☐	31-32/
THIRD	☐☐	33-34/	☐☐	35-36/	19 ☐☐	37-38/

SECTION 4: REGULAR SCHOOLING

Now, I would like to ask you some questions about school.

First, I would like to ask you about regular school, such as high school or college. Later in the interview I'll be asking about other types of schools and training programs.

1. At any time since (DATE OF LAST INTERVIEW), have you attended or been enrolled in regular school--that is, in an elementary school, a middle school, a high school, a college, or a graduate school?

Yes ....(ASK A)............ 1 39/

No ....(SKIP TO Q. 8)......... 0

A. IF YES: Since (MONTH OF LAST INTERVIEW), in which months were you attending regular school? (If you were attending regular school at all during the month, count it as a month attending school.) CODE ALL THAT APPLY.

1980			1981		
JANUARY	01	40-41/	JANUARY	13	64-65/
FEBRUARY	02	42-43/	FEBRUARY	14	66-67/
MARCH	03	44-45/	MARCH	15	68-69/
APRIL	04	46-47/	APRIL	16	70-71/
MAY	05	48-49/	MAY	17	72-73/
JUNE	06	50-51/	JUNE	18	74-75/
JULY	07	52-53/	JULY	19	76-77/
AUGUST	08	54-55/	AUGUST	20	78-79/
SEPTEMBER	09	56-57/			
OCTOBER	10	58-59/			
NOVEMBER	11	60-61/			
DECEMBER	12	62-63/			

B. Are you currently attending or enrolled in regular school?

Yes (CODE Q. 1 ON CALENDAR AND ASK C & D) 1 80/

No (CODE Q. 1 ON CALENDAR AND GO TO Q. 2) 0

BEGIN DECK 03

1. (Continued)

IF YES TO B, ASK C & D:

C. What grade or year of regular school are you attending or enrolled in?

10-11/

1ST GRADE	01
2ND GRADE	02
3RD GRADE	03
4TH GRADE	04
5TH GRADE	05
6TH GRADE	06
7TH GRADE	07
8TH GRADE	08
9TH GRADE	09
10TH GRADE	10
11TH GRADE	11
12TH GRADE	12
1ST YEAR OF COLLEGE	13
2ND YEAR OF COLLEGE	14
3RD YEAR OF COLLEGE	15
4TH YEAR OF COLLEGE	16
5TH YEAR OF COLLEGE	17
6TH YEAR OF COLLEGE	18
7TH YEAR OF COLLEGE	19
8TH YEAR OF COLLEGE	20
UNGRADED	95

D. **INTERVIEWER:** SPECIFY GRADE FROM C AT Q. 1 ON CALENDAR AND SKIP TO Q. 4.

---

2. When were you last enrolled in regular school?

Month ☐☐ 12-13/

Year ☐☐ 14-15/

A. What is the main reason you left at that time? RECORD VERBATIM AND CODE ONE ONLY. IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason?

____ 16-17/

RECEIVED DEGREE, COMPLETED COURSE WORK	01
EXPELLED OR SUSPENDED	10
GETTING MARRIED	02
PREGNANCY	03
SCHOOL TOO DANGEROUS	11
LACK OF ABILITY, POOR GRADES	05
OTHER REASONS DIDN'T LIKE SCHOOL	04
HOME RESPONSIBILITIES	06
OFFERED GOOD JOB, CHOSE TO WORK	07
FINANCIAL DIFFICULTIES, COULDN'T AFFORD TO ATTEND ...	08
ENTERED MILITARY	09
MOVED AWAY FROM SCHOOL	12
OTHER (SPECIFY) ______________________________	13

3. A. What is the highest grade of regular school you have ever attended?

1ST GRADE	01			18-19/
2ND GRADE	02	1ST YEAR OF COLLEGE	13	
3RD GRADE	03	2ND YEAR OF COLLEGE	14	
4TH GRADE	04	3RD YEAR OF COLLEGE	15	
5TH GRADE	05	4TH YEAR OF COLLEGE	16	
6TH GRADE	06	5TH YEAR OF COLLEGE	17	
7TH GRADE	07	6TH YEAR OF COLLEGE	18	
8TH GRADE	08	7TH YEAR OF COLLEGE	19	
9TH GRADE	09	8TH YEAR OF COLLEGE	20	
10TH GRADE	10	UNGRADED	95	
11TH GRADE	11			
12TH GRADE	12			

B. INTERVIEWER: ENTER HIGHEST GRADE R ATTENDED FROM Q. 3A ABOVE AT Q. 2 ON CALENDAR. THEN GO ON TO Q. 4.

---

4. What is the highest grade or year of regular school that you have completed and gotten credit for? CIRCLE ONE CODE BELOW.

1ST GRADE	01			20-21/
2ND GRADE	02	1ST YEAR OF COLLEGE	13	
3RD GRADE	03	2ND YEAR OF COLLEGE	14	
4TH GRADE	04	3RD YEAR OF COLLEGE	15	
5TH GRADE	05	4TH YEAR OF COLLEGE	16	
6TH GRADE	06	5TH YEAR OF COLLEGE	17	
7TH GRADE	07	6TH YEAR OF COLLEGE	18	
8TH GRADE	08	7TH YEAR OF COLLEGE	19	
9TH GRADE	09	8TH YEAR OF COLLEGE	20	
10TH GRADE	10	UNGRADED	95	
11TH GRADE	11			
12TH GRADE	12			

---

5. INTERVIEWER: WHAT GRADE DOES R CURRENTLY ATTEND (SEE Q. 1C) OR WHAT IS THE HIGHEST GRADE R HAS ATTENDED SINCE THE DATE OF THE LAST INTERVIEW? (SEE Q.3A)

UNGRADED .... (SKIP TO Q. 15) 1 22/
GRADES 1-8 ...... (SKIP TO Q. 15) 2
GRADES 9-12 ...... (GO TO Q. 6) 3
GRADE 13 .... (ASK A) 4
GRADES 14-20 .... (SKIP TO Q. 8) 5

A. IF GRADE 13: Since (DATE OF LAST INTERVIEW), have you attended grade 9, 10, 11, or 12?

Yes ... (ENTER A CHECK MARK AT Q. 3 ON CALENDAR AND GO ON TO Q.6) ... 1 23/
No ..... (SKIP TO Q. 8) 0

6. Do you feel that your high school program (is/was) largely vocational, commercial, college preparatory, or (is/was) it a general program? CODE ONE ONLY.

Vocational ..... (ASK A)	1	24/
Commercial ..... (ASK A)	2	
College preparatory (GO TO Q. 7) ...	3	
General program .. (GO TO Q. 7) ...	4	
DON'T KNOW .... (GO TO Q. 7) ...	8	

A. IF CODES 1 OR 2: For what specific job (are/were) you training? RECORD VERBATIM.

____ 25-27/

____

____

---

7. INTERVIEWER: SEE Q. 1C. IS RESPONDENT CURRENTLY ENROLLED IN GRADES 1-12 (Q. 1C CODED 1-12)?

YES .....(SKIP TO Q. 15).....	1	28/
NO	0	

---

8. INTERVIEWER: SEE INFO SHEET, ITEM 4. DID R HAVE A HIGH SCHOOL DIPLOMA OR GED AT THE TIME OF THE LAST INTERVIEW?

YES .....(SKIP TO Q. 10).....	1	29/
NO	0	

---

9. Do you have a high school diploma or have you ever passed a high school equivalency or GED test?

Yes ... (ASK A & B)	1	30/
No .... (GO TO Q. 10)	0	

IF YES, ASK A & B:

A. Which do you have, a high school diploma or a GED?

High school diploma	1	31/
GED	2	
IF VOL.: Both ... (ASK B REGARDING HIGH SCHOOL DIPLOMA) ...	3	

B. When did you receive your (high school diploma/GED)?

MONTH	☐☐	32-33/
AND YEAR 19	☐☐	34-35/

10. **INTERVIEWER**: SEE Q. 5. IS CODE 4 OR 5 CIRCLED?

YES .... (ASK A-E) 1 36/

NO .... (SKIP TO Q. 15) 0

IF YES, ASK A-E:

Now I would like to ask you about the degree granting college or university you (are attending/last attended).

A. What is the name of the college or university you (are currently attending/last attended)?

____ 37-73/

B. **INTERVIEWER**: SEE INFO SHEET, ITEM 5. IS THIS THE SAME SCHOOL AS LISTED ON INFO SHEET?

YES ... (SKIP TO Q. 11) ... 1 74/

NO 0

CAN'T TELL 8

C. When did you first attend or enroll in this college or university?

MONTH ☐☐ 75-76/

AND

YEAR 19 ☐☐ 77-78/

BEGIN DECK 04

D. Where is the school located - what is the town or city and state?

____ 10-39/

TOWN OR CITY

____ 40-41/

STATE

IF NO TOWN OR CITY, ASK:

And in what county is that?

________________________ 42-61/

COUNTY

IF OUTSIDE THE UNITED STATES, RECORD COUNTRY:

____ 62-79/

E. (Is/Was) it a 2 year or a 4 year school?

2 year 1 80/

4 year 2

BEGIN DECK 05

11. What (is/was) your field of study? RECORD VERBATIM. PROBE IF NECESSARY: What (are/were) you majoring in?

____ 10-13/

____

---

12. INTERVIEWER: IS R CURRENTLY ENROLLED IN COLLEGE? (SEE CALENDAR, Q. 1 = 13 OR HIGHER)

YES ... (GO TO Q. 13)	1	14/
NO ...... (ANSWER A)	0	

A. IF NO, INTERVIEWER: SEE Q. 2. WAS THE DATE R WAS LAST ENROLLED IN REGULAR SCHOOL AFTER SEPT. 1, 1980?

YES	1	15/
NO .... (SKIP TO Q.15) ..	0	

---

13. (Does/Did) the school you attend(ed) consider you a full or a part-time student? IF DON'T KNOW, PROBE: What (do/did) you consider yourself?

Full time student	1	16/
Part time student	2	
DON'T KNOW	8	

---

14. Did you receive a loan to cover any of the costs for this year's college expenses?

Yes	1	17/
No	0	

ASK EVERYONE:

15. What is the highest grade or year of regular school, that is, elementary school, high school, college, or graduate school that you would like to complete? CIRCLE ONE CODE BELOW.

1ST GRADE	01	1ST YEAR OF COLLEGE ..	13	18-19/
2ND GRADE	02	2ND YEAR OF COLLEGE (ASSOCIATE'S DEGREE).	14	
3RD GRADE	03	3RD YEAR OF COLLEGE ..	15	
4TH GRADE	04	4TH YEAR OF COLLEGE (BACHELOR'S DEGREE)..	16	
5TH GRADE	05	5TH YEAR OF COLLEGE (MASTER'S DEGREE) ...	17	
6TH GRADE	06	MORE THAN 5 YEARS OF COLLEGE (LAW DEGREE, Ph.D., M.D., LLD, DDS, JD)	18	
7TH GRADE	07			
8TH GRADE	08			
9TH GRADE	09			
10TH GRADE	10			
11TH GRADE	11			
12TH GRADE	12			

16. As things now stand, what is the highest grade or year you think you will *actually* complete? CIRCLE ONE CODE BELOW.

1ST GRADE	01	1ST YEAR OF COLLEGE	13	20-21/
2ND GRADE	02	2ND YEAR OF COLLEGE (ASSOCIATE'S DEGREE)	14	
3RD GRADE	03	3RD YEAR OF COLLEGE	15	
4TH GRADE	04	4TH YEAR OF COLLEGE (BACHELOR'S DEGREE)	16	
5TH GRADE	05	5TH YEAR OF COLLEGE (MASTER'S DEGREE)	17	
6TH GRADE	06	MORE THAN 5 YEARS OF COLLEGE (LAW DEGREE, Ph.D., M.D., LLD, DDS, JD)	18	
7TH GRADE	07			
8TH GRADE	08			
9TH GRADE	09			
10TH GRADE	10			
11TH GRADE	11			
12TH GRADE	12			

---

17. Since we last talked with you on (DATE OF LAST INTERVIEW), have you obtained any kind of academic degree, for example, an Associate's degree or any other type of college degree?

Yes ..... (ASK A & B)	1	22/
No ..... (GO TO Q. 18)	0	

IF YES, ASK A & B:

A. What is the name of the first one you received?

ASSOCIATE'S DEGREE	1	23/
BACHELOR'S DEGREE	2	
MASTER'S DEGREE	3	
OTHER (SPECIFY) ____________	4	

B. Since (DATE OF LAST INTERVIEW), have you obtained any *other* academic degrees?

Yes (ASK C FOR SECOND DEGREE)	1	24/
No ..... (GO TO Q. 18)	0	

C. What is the name of the second one you received?

ASSOCIATE'S DEGREE	1	25/
BACHELOR'S DEGREE	2	
MASTER'S DEGREE	3	
OTHER (SPECIFY) ____________	4	

---

18. Do you have a valid driver's license?

Yes	1	26/
No	0	

BEGIN DECK 06

10-13/R

SECTION 5: MILITARY

And now I'd like to ask some questions about military service.

1. **INTERVIEWER:** WAS R SERVING IN THE MILITARY AT TIME OF LAST INTERVIEW? SEE INFO SHEET, Item 6.

YES . (SKIP TO Q. 11, P. 5-3).	1	14/
NO	0	

---

2. Since (DATE OF LAST INTERVIEW) have you enlisted or been sworn into any branch of the Armed Services, including the National Guard, the Reserves, or a Delayed Entry Program, before entering active duty?

Yes . (SKIP TO Q. 38, P. 5-8)..	1	15/
No	0	

---

3. Since (DATE OF LAST INTERVIEW) have you taken the three-hour written test called the ASVAB that is required to enter the military?

Yes	1	16/
No	0	

---

4. Since our last interview, have you talked to a military recruiter to get information about a branch of the military?

Yes	1	17/
No . (SKIP TO Q. 10, P. 5-3).	0	

---

5. What branches of the armed forces did you talk to? CODE ALL THAT APPLY.

ARMY	01	18-19/
NAVY	02	20-21/
AIR FORCE	03	22-23/
MARINE CORPS	04	24-25/
ARMY RESERVES	05	26-27/
NAVY RESERVES	06	28-29/
AIR FORCE RESERVES	07	30-31/
MARINE CORPS RESERVES	08	32-33/
AIR NATIONAL GUARD	09	34-35/
ARMY NATIONAL GUARD	10	36-37/
COAST GUARD	11	38-39/
OTHER	12	40-41/

---

6. Since (DATE OF LAST INTERVIEW), have you taken the physical examination required to enter the military?

Yes	1	42/
No .... (SKIP TO Q. 9) ...	0	

7. Which service were you trying to join when you took the physical exam? CODE ALL THAT APPLY.

ARMY	01	43-44/
NAVY	02	45-46/
AIR FORCE	03	47-48/
MARINE CORPS	04	49-50/
ARMY RESERVES	05	51-52/
NAVY RESERVES	06	53-54/
AIR FORCE RESERVES	07	55-56/
MARINE CORPS RESERVES	08	57-58/
AIR NATIONAL GUARD	09	59-60/
ARMY NATIONAL GUARD	10	61-62/
COAST GUARD	11	63-64/
OTHER	12	65-66/

A. When did you take the physical exam?

☐☐	☐☐	☐☐
MONTH	DAY	YEAR

67-68/
69-70/
71-72/

---

8. Did you meet the physical requirements for enlisting in the (BRANCH FROM Q. 7/the service you were trying to join most recently)?

Yes	1	73/
No ... (SKIP TO SECTION 6)	0	

---

9. What is the main reason you did not enlist in the (BRANCH FROM Q. 5 OR Q.7/the service you were trying to join most recently)? PROBE: What is the one main reason? CODE ONE ONLY.

HAND CARD A

A. Job I wanted wasn't available when I wanted it..	01	74-75/
B. Didn't qualify for job I wanted	02	
C. Wasn't eligible for the service I wanted	03	
D. Specific bonus program filled	04	
E. Have not decided yet	05	
F. Didn't think I'd like the military	06	
G. Decided to go to school	07	
H. Got a better civilian job	08	
I. Failed the ASVAB	09	
J. Family responsibilities/pregnancy	10	
K. Still considering joining	11	
L. Length of obligation	12	
M. Didn't want to leave home	13	
N. Parents or friends opposed it	14	
O. Insufficient pay or benefits	15	
P. Other (SPECIFY): ______________________	16	

DECK 06

10. A. Do you think for a young person to serve in the military is ...

definitely a good thing, ... 1 76/
probably a good thing, ... 2
probably not a good thing, or ... 3
definitely not a good thing? 4
DON'T KNOW 8

B. Do you think, in the future, that you will ...

definitely try to enlist, ... 1 77/
probably try to enlist, ... 2
probably not try to enlist, or . (SKIP TO SECTION 6) .. 3
definitely not try to enlist in
the military? .... (SKIP TO SECTION 6) .. 4

C. In which service do you think you will be most likely to enlist?

Army 1 78/
Navy 2
Air Force 3
Marines 4
Reserves (any component) 5
National Guard (Army or Air) 6
Coast Guard 0

NOW SKIP TO SECTION 6

BEGIN DECK 07
10/R

---

11. Are you currently serving in (BRANCH FROM ITEM 7 OF INFO SHEET)?

Yes ...... (ANSWER A) 1 11/

No ...... (GO TO Q. 12) 0

A. IF YES: INTERVIEWER, WAS R IN ACTIVE FORCES (ARMY, NAVY, AIR FORCE, MARINES) DURING THIS PERIOD OF SERVICE? (SEE ITEM 8 ON INFO SHEET.)

YES ... (DRAW A LINE ON ROW A OF CALENDAR FROM DATE OF LAST INTERVIEW TO NOW, AND SKIP TO Q. 43, P. 5-9) 1 12/

NO ...... (SKIP TO Q. 43, P. 5-9) 0

---

12. We'd like to ask you a few questions about your service in the (BRANCH) since (DATE OF LAST INTERVIEW).

In what month and year did you separate from the (BRANCH)?

MONTH ☐☐ 13-14/
AND
YEAR 19 ☐☐ 15-16/

A. INTERVIEWER: WAS R IN ACTIVE FORCES (ARMY, NAVY, AIR FORCE, MARINES) DURING THIS PERIOD OF SERVICE? SEE ITEM 8 ON INFO SHEET.

YES .... (ASK B) 1 17/
NO .... (GO TO Q. 13) 0

IF YES TO A, ASK B:

B. On what day was that? ENTER DAY HERE AND RECORD DATE ON ROW A OF CALENDAR. DRAW A LINE FROM DATE OF LAST INTERVIEW TO DATE SEPARATED.

DAY ☐☐ 18-19/

13. What was your pay grade when you left the (BRANCH)?

E ☐☐ 20-22/

O ☐☐

W ☐☐

---

14. **INTERVIEWER:** WAS R SERVING IN ACTIVE FORCES AT TIME OF LAST INTERVIEW? SEE ITEM 8 ON INFO SHEET.

YES .... (SKIP TO Q. 19) .. 1 23/

NO 0

---

15. Since (DATE OF LAST INTERVIEW), how many drills were you paid for? By drill we mean a 4-hour period of training.

ENTER # OF DRILLS: ☐☐ 24-25/

---

16. How many weeks of active duty did you serve in the (Reserves/Guard) since (DATE OF LAST INTERVIEW), including initial training, annual training, and any mobilizations or call-ups?

ENTER # OF WEEKS: ☐☐ 26-27/

---

17. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HONORABLE 1 28/

GENERAL 2

UNDER OTHER THAN HONORABLE CONDITIONS 3

BAD CONDUCT (DCD) 4

DISHONORABLE 5

WAS NOT FORMALLY DISCHARGED. 6

---

18. Since (DATE OF LAST INTERVIEW), have you enlisted or been sworn into any other branch of the Armed Services?

Yes .. (SKIP TO Q. 38) 1 29/

No ... (SKIP TO Q. 108) 0

---

19. When you left the (BRANCH), what was your total monthly pay before taxes and other deductions? Please include basic pay and allowances for housing or food and any special pay.

$ ☐☐, ☐☐☐ 30-34

20. A. FOR ARMY AND MARINE CORPS:

Since you left the (BRANCH), have you used any of the skills from your primary or secondary MOS in a civilian job?

Yes	1	35/
No	0	
IF VOLUNTEERED: No civilian job	2	

B. FOR NAVY:

Since you left the (BRANCH), have you used any of the skills from your primary or secondary rating in a civilian job?

Yes	1	36/
No	0	
IF VOLUNTEERED: No civilian job	2	

C. FOR AIR FORCE:

Since you left the (BRANCH), have you used any of the skills from your primary or secondary AFSC in a civilian job?

Yes	1	37/
No	0	
IF VOLUNTEERED: No civilian job	2	

---

21. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), did you take any courses for which you received high school or college credit?

Yes	1	38/
No ....(SKIP TO Q. 25)	0	

---

22. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), how many years of regular school did you complete and get credit for?

LESS THAN ONE	0	39/
ONE YEAR	1	
TWO YEARS	2	
THREE OR MORE YEARS	3	

---

23. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), did you receive a diploma or degree?

Yes	1	40/
No ....(SKIP TO Q. 25)	0	

24. What type of diploma or degree did you receive? RECORD VERBATIM AND CODE ONE ONLY.

____

____

____

HIGH SCHOOL DIPLOMA (OR EQUIVALENT) .	01	41-42/
ASSOCIATE/JUNIOR COLLEGE (AA)	02	
BACHELOR'S DEGREE	03	
MASTER'S DEGREE	04	
DOCTORAL DEGREE (PhD)	05	
PROFESSIONAL DEGREE (MD, LLD, DDS) .	06	
OTHER (SPECIFY): ______________________	07	

---

25. Since (DATE OF LAST INTERVIEW), while you were in the (BRANCH), did you participate in the Veteran's Education Assistance Program (VEAP)?

Yes	1	43/
No .....(SKIP TO Q. 28)	0	

---

26. When you left the (BRANCH), what was the total amount of VEAP benefits you had accumulated? Please include both your contribution and the government's.

$ ☐☐ , ☐☐☐ 44-48/

---

27. Are you currently using your VEAP benefits to pay for schooling?

Yes	1	49/
No	0	

---

28. Did you leave the (BRANCH) at the end of your term of service or before the end of your term of service?

Left at end (SKIP TO Q. 30)...	1	50/
Left before end	2	

---

29. What type of discharge did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HONORABLE	1	51/
GENERAL	2	
UNDER OTHER THAN HONORABLE CONDITIONS	3	
BAD CONDUCT (DCD)	4	
DISHONORABLE	5	
WAS NOT FORMALLY DISCHARGED.	6	

BEGIN DECK 08

30. Which of the reasons on this card describe why you decided to leave the (BRANCH)? CODE ALL THAT APPLY.

HAND CARD B

A.	Low pay and allowances	01	10-11/
B.	Better civilian job opportunities	02	12-13/
C.	Reduction in military benefits	03	14-15/
D.	Decline in quality of military personnel	04	16-17/
E.	Unable to practice my job skills	05	18-19/
F.	Bored with my job or occupation	06	20-21/
G.	Don't like my job or occupation	07	22-23/
H.	Plan to continue my education or to use G.I./VEAP benefits	08	24-25/
I.	Not eligible to reenlist	09	26-27/
J.	Dislike location of my assignments	10	28-29/
K.	Didn't get desired type of training	11	30-31/
L.	Had to move too often	12	32-33/
M.	Dislike being separated from my family	13	34-35/
N.	My family wants me to leave the service	14	36-37/
O.	Disagree with personnel policies	15	38-39/
P.	Discrimination against military personnel based on race	16	40-41/
Q.	Discrimination against military personnel based on sex	17	42-43/
R.	Discrimination against military personnel based on rank	18	44-45/
S.	Other (SPECIFY) ______	19	46-47/
	DON'T KNOW	98	48-49/

31. At the time you left the (BRANCH), had you been offered a civilian job?

Yes	1	50/
No	0	

32. When you left the (BRANCH), were you at a military base in the U.S., at a U.S. port of entry from overseas, or someplace else?

U.S. military base	1	51/
U.S. Port of Entry	2	
Someplace else (SKIP TO Q. 34)	3	

33. What state was that in?

______ 52-53/
STATE

34. INTERVIEWER: DID R LEAVE BEFORE THE END OF TERM OF SERVICE? (IS Q. 28 CODED 2?)

YES (SKIP TO Q. 108 , P. 5-22)	1	54/
NO	0	

35. At the end of your term of service, were you eligible to reenlist?

Yes	1	55/
No	0	
DON'T KNOW	8	

36. Did you consider reenlisting in the (BRANCH)?

Yes 1 56/
No 0

---

37. Are you currently a member of the Selected Reserves and receiving pay for drill participation?

Yes .... (ASK A) 1 57/
No ..... (SKIP TO Q. 108) .. 0

A. **IF YES:** In what month and year will your service in the Selected Reserves end?

MONTH ☐☐ 58-59/
AND
YEAR 19 ☐☐ 60-61/

---

38. Which branch were you sworn into? CODE ONE ONLY. (IF MORE THAN ONE, PROBE FOR MOST RECENT BRANCH.)

ACTIVE FORCES
- ARMY .... (ASK A) 01 62-63/
- NAVY .... (ASK A) 02
- AIR FORCE .... (ASK A) 03
- MARINE CORPS .... (ASK A) 04

RESERVES
- ARMY RESERVES 05
- NAVY RESERVES 06
- AIR FORCE RESERVES 07
- MARINE CORPS RESERVES 08

GUARD
- AIR NATIONAL GUARD 09
- ARMY NATIONAL GUARD 10
- COAST GUARD .... (SKIP TO SECTION 6) 11
- OTHER (SPECIFY BELOW AND SKIP TO SECTION 6)

________________________ 12

IF CODES 01-04, ASK A:

A. Was that in the regular (BRANCH OF SERVICE), the (BRANCH) Reserves, or the (BRANCH) Guard?

Regular 1 64/
Reserves/Guard 2
BOTH (PROBE FOR AND CODE Q. 38 FOR THE MOST RECENT BRANCH) 3

INTERVIEWER: IF RESERVES OR GUARD, CHECK Q. 38, BE SURE THAT THE PROPER CODE IS CIRCLED ABOVE.

---

39. When you first enlisted [in the (MOST RECENT BRANCH)], how many years (of active duty) did you sign up for?

ENTER # OF YEARS: ☐☐ 65-66/

---

40. **INTERVIEWER:** SEE Q. 37 AND CODE BELOW:

Q. 37 IS CODED "YES" . (GO TO Q. 41) 1 67/
Q. 37 IS BLANK .... (ASK A) 2

A. **IF CODED 2:** Are you currently (on active duty/serving) in the (MOST RECENT BRANCH)?

Yes 1 68
No . (SKIP TO Q. 99, P. 5-20) 0

41. In what month and year did you enter the (MOST RECENT BRANCH)?

MONTH ☐☐ 69-70/

YEAR 19 ☐☐ 71-72/

A. INTERVIEWER: DID R ENTER THE ACTIVE FORCES? (Q. 38, CODES 01-04)

YES	1	73/
NO ... (GO TO Q. 42)	0	

IF YES TO A, ASK B:

B. On what day was that? ENTER DAY HERE AND RECORD DATE ON CALENDAR, ROW A. DRAW A LINE FROM DATE ENTERED TO NOW.

DAY: ☐☐ 74-75/

---

42. In what month and year will your current enlistment end?

MONTH ☐☐ 76-77/

AND

YEAR 19 ☐☐ 78-79/

SKIP TO Q. 47

BEGIN DECK 09

---

43. Since (DATE OF LAST INTERVIEW), did you reenlist or extend your term of service?

Yes	1	10/
No ... (SKIP TO Q. 47)	0	

---

44. How many years did you reenlist or extend for?

ENTER # OF YEARS: ☐☐ 11-12/

---

45. Did you receive a reenlistment bonus?

Yes	1	13/
No .... (SKIP TO Q. 47)	0	

---

46. What was the total amount before taxes and deductions of the bonus you received?

$ ☐☐ , ☐☐☐ .00 14-18/

---

47. INTERVIEWER: IS R CURRENTLY IN ACTIVE FORCES? [Q. 38 = CODES 01-04, OR ITEM 8 ON INFO SHEET WAS ACTIVE FORCE BRANCH AND Q. 11A = YES]

YES ... (SKIP TO Q. 63)	1	19/
NO	0	

48. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many drills were you paid for? By drill we mean a 4-hour period of training.

ENTER # OF DRILLS: ☐☐ 20-21/

---

49. How many weeks of active duty did you serve in the (Reserves/Guard) since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], including initial active duty training, annual training or summer camp, and any mobilizations or call-ups?

ENTER # OF WEEKS: ☐☐ 22-23/

OR

NO WEEKS ..(SKIP TO Q. 55)... 00

---

50. OMITTED

---

51. What were you doing most of the time the month before you entered the most recent period of active duty in the (Reserves/Guard)? Were you working full time, working part time, going to school, or something else? RECORD VERBATIM AND CODE ONE ONLY.

____

Working full time	01	24-25/
Working part time	02	
WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE	03	
UNEMPLOYED, LAID OFF, LOOKING FOR WORK	04	
Going to school	05	
KEEPING HOUSE	06	
Something else (SPECIFY)..........................	07	

____

---

52. What were you doing most of the time the month after you completed your most recent period of active duty in the (Reserves/Guard)? RECORD VERBATIM AND CODE ONE ONLY.

____

WORKING FULL TIME		01	26-27/
WORKING PART TIME		02	
WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE		03	
UNEMPLOYED, LAID OFF, LOOKING FOR WORK	(SKIP TO Q. 55)	04	
GOING TO SCHOOL	(SKIP TO Q. 55)	05	
KEEPING HOUSE	(SKIP TO Q. 55)	06	
OTHER (SPECIFY)	(SKIP TO Q. 55)	07	

____

OR

STILL IN TRAINING .... (SKIP TO Q. 55) 00

53. INTERVIEWER: DID R HAVE A JOB THE MONTH BEFORE ENTERING ACTIVE DUTY FOR TRAINING? (Q. 51 = CODES 01-03)

YES 1 28/
NO ... (SKIP TO Q. 55) .. 0

---

54. After you completed your most recent period of active duty training for the (Reserves/Guard), did you return to work for the same employer you had prior to training?

Yes 1 29/
No 0

---

55. Have you received tuition assistance for your participation in the (Reserves/Guard) as part of the Educational Tuition Assistance Plan since [(DATE OF LAST INTERVIEW)/you joined]?

Yes 1 30/
No ... (SKIP TO Q. 57) ... 0

---

56. Since [(DATE OF LAST INTERVIEW)/you joined], what is the total amount of tuition assistance you received?

$ ☐ , ☐☐☐ .00 31-34/
DON'T KNOW 9998

---

57. Do you currently have a civilian job for pay?

Yes 1 35/
No ... (SKIP TO Q. 59) .. 0

---

58. INTERVIEWER: ASK A, B, OR C AS APPROPRIATE.

A. FOR ARMY, MARINE CORPS, AND NATIONAL GUARD AND THE RESERVES OF THESE BRANCHES:
Does your current civilian job use any skills from your current MOS?

Yes 1
No 0

B. FOR NAVY AND NAVY RESERVES:
Does your current civilian job use any skills from your current RATING? 36/

Yes 1
No 0

C. FOR AIR FORCE AND AIR FORCE RESERVES:
Does your current civilian job use any skills from your current AFSC?

Yes 1
No 0

59. On this card (HAND CARD C) are some reasons people have for joining the (Reserves/Guard). Please tell me if each one is true for you or not true for you. **READ A-I AND CODE FOR EACH.**

	TRUE	NOT TRUE	
A. I wanted to join my friends in the unit ..	1	0	37/
B. I wanted to earn extra income	1	0	38/
C. I wanted to serve my country	1	0	39/
D. I wanted to learn a new job skill	1	0	40/
E. I wanted to try the military way of life .	1	0	41/
F. I wanted to use educational benefits	1	0	42/
G. I couldn't get into the active force	1	0	43/
H. I wanted retirement or fringe benefits	1	0	44/
I. Service in the Reserves was part of my enlistment obligation for the Active Forces	1	0	45/

ASK Q. 60 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 59; OTHERWISE, GO TO Q. 61.

60. Which of these was your most important reason for joining the (Reserves/Guard)? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 46/

61. When you entered the (BRANCH), did you receive any enlistment bonuses?

Yes 1 47/

No .... (SKIP TO Q. 63) 0

62. What was the total amount before taxes and deductions of the bonus you received?

$ ☐☐ ☐☐☐ . 00 48-52/

63. At the time you decided to enter the (MOST RECENT BRANCH), had you considered joining the (Reserves/Active Force) instead?

Yes	1	53/
No	0	

---

64. Please look at this card. (HAND CARD D) Assuming that no Reenlistment Bonus Payments will be given, but that all other special pays which you currently receive are still available, how likely are you to reenlist at the end of your current term of service? CODE ONE ONLY.

(0 in 10)	No chance	(ASK A) ...	00	54-55/
(1 in 10)	Very slight possibility ..	(ASK A) ...	01	
(2 in 10)	Slight possibility	(ASK A) ...	02	
(3 in 10)	Some possibility	(ASK A) ...	03	
(4 in 10)	Fair possibility	(ASK A) ...	04	
(5 in 10)	Fairly good possibility ..	(ASK A) ...	05	
(6 in 10)	Good possibility	(ASK A) ...	06	
(7 in 10)	Probable		07	
(8 in 10)	Very probable		08	
(9 in 10)	Almost sure		09	
(10 in 10)	Certain		10	
	Don't know		98	

BEGIN DECK 10

A. IF CODES 00-06: Military personnel may have several reasons for leaving the Armed Forces. If you do leave the service at the end of your current term, which of these would be your most important reasons for doing so? CODE ALL THAT APPLY.

HAND CARD E

A.	Low pay and allowances	01	10-11/
B.	Better civilian job opportunities	02	12-13/
C.	Reduction in military benefits	03	14-15/
D.	Decline in quality of military personnel	04	16-17/
E.	Unable to practice my job skills	05	18-19/
F.	Bored with my job or occupation	06	20-21/
G.	Don't like my job or occupation	07	22-23/
H.	Plan to continue my education or to use G.I./VEAP benefits ..	08	24-25/
I.	Not eligible to reenlist	09	26-27/
J.	Dislike location of my assignments	10	28-29/
K.	Didn't get desired type of training	11	30-31/
L.	Had to move too often	12	32-33/
M.	Dislike being separated from my family	13	34-35/
N.	My family wants me to leave the service	14	36-37/
O.	Disagree with personnel policies	15	38-39/
P.	Discrimination against military personnel based on race	16	40-41/
Q.	Discrimination against military personnel based on sex	17	42-43/
R.	Discrimination against military personnel based on rank	18	44-45/
S.	Other (SPECIFY) ________________________________	19	46-47/
	DON'T KNOW	98	48-49/

---

65. When you finally leave the (MOST RECENT BRANCH), how many total years of service do you expect to have (in your current branch)?

ENTER # OF YEARS: ☐☐ 50-51/

66. Now I'd like to ask you about military jobs and training in the (MOST RECENT BRANCH).

INTERVIEWER: IN MAKING ENTRIES FOR THIS QUESTION, ENTER LETTER "i" as "I," LETTER "O" as "0."

A. FOR ARMY, MARINE CORPS, AND NATIONAL GUARD AND THE RESERVES OF THESE BRANCHES:
What is your current Primary MOS? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. FOR EXAMPLE, 11B20 WOULD BE ENTERED 11B2.

☐☐☐☐

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE .... (SKIP TO Q. 75) 0000

B. FOR NAVY AND NAVY RESERVES:
What is your current Primary RATING? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. 52-54/R.

☐☐☐☐ 55-58/

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE .... (SKIP TO Q. 75) 0000

C. FOR AIR FORCE AND AIR FORCE RESERVES:
What is your current Primary AFSC? RECORD VERBATIM IN THE MARGINS. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OF R'S AFSC. DO NOT ENTER ANY LETTERS. FOR EXAMPLE, A43130C WOULD BE ENTERED AS 4313.

☐☐☐☐

SKIP TO Q. 68
OR
DON'T KNOW .... (GO TO Q. 67) 9998
OR
NONE .... (SKIP TO Q. 75) 0000

INTERVIEWER: IF R SAYS "DON'T KNOW" IN Q. 66A, B, OR C, ASK Q. 67. OTHERWISE, GO TO Q. 68.

67. A. What (is/was) the name of the job you were trained for? 59-61/

____

B. What (are/were) your main activities or duties?

____

____

____

____

68. INTERVIEWER: WAS R IN ACTIVE FORCES ON DATE OF LAST INTERVIEW? (SEE ITEM 8 ON INFO SHEET)

YES 1

NO .... (SKIP TO Q. 70) .... 0 — 62/

---

69. Is this Primary (MOS/RATING/AFSC) the same as the Primary (MOS/RATING/AFSC) you had on (DATE OF LAST INTERVIEW/when you left active duty)?

Yes ... (SKIP TO Q. 75) .... 1 — 63/

No 0

---

70. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any formal school training for your current Primary (MOS/RATING/AFSC)?

Yes .... 1 — 64/

No .... (SKIP TO Q. 72) 0

---

71. In all, how many weeks of formal school training did you complete for your current Primary (MOS/RATING/AFSC)?

ENTER # OF WEEKS: ☐☐ — 65-66/

---

72. Not counting basic training, [since (DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any on-the-job training for this (MOS/RATING/AFSC)?

Yes .... 1 — 67/

No .... (SKIP TO Q. 74) ... 0

---

73. Not counting basic training, [since (DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many weeks of on-the-job training for this (MOS/RATING/AFSC) have you received?

ENTER # OF WEEKS: ☐☐ — 68-69/

---

74. Not counting basic training [(and) OJT (and) formal school training], how many months have you actually worked in your current (MOS/RATING/AFSC) [between (DATE OF LAST INTERVIEW) and now/since you joined the (BRANCH)]?

ENTER # OF MONTHS: ☐☐ — 70-71/

---

75. What is your current pay grade?

E ☐☐ — 72-74/

O ☐☐

W ☐☐

---

76. What is your total monthly pay before taxes and other deductions? Please include basic pay and allowances for housing or food and any special pays.

$☐☐,☐☐☐.00 — 75-79/

77. **INTERVIEWER**: IS R CURRENTLY IN THE ACTIVE FORCES? (Q. 47 = YES)

YES 1 80/

NO ..(SKIP TO Q. 108, P. 6 - 22). 0

BEGIN
DECK 11

---

78. In addition to your current Primary (MOS/RATING/AFSC), have you received training in another (MOS/RATING/AFSC) since [DATE OF LAST INTERVIEW)/you joined the (BRANCH)]?

Yes 1 10/

No .... (SKIP TO Q. 86) 0

---

79. Now I'd like to ask you about your military jobs and training for this other (MOS/RATING/AFSC).

INTERVIEWER: IN MAKING ENTRIES FOR THIS QUESTION, ENTER LETTER "i" AS "I," LETTER "O" AS "Ø."

A. FOR ARMY, MARINE CORPS:

What is this other MOS? RECORD VERBATIM IN THE MARGIN. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OR LETTERS R GAVE YOU. FOR EXAMPLE, 11B20 WOULD BE ENTERED 11B2.

☐☐☐☐

SKIP TO Q. 81

OR

DON'T KNOW .. (GO TO Q. 80) .. 9998

11-13/R

14-17/

B. FOR NAVY:

What is this other RATING? ENTER ALL FOUR NUMBERS OR LETTERS OF R'S RATING.

☐☐☐☐

SKIP TO Q. 81

OR

DON'T KNOW .. (GO TO Q. 80) .. 9998

C. FOR AIR FORCE:

What is this other AFSC? RECORD VERBATIM IN THE MARGINS. THEN ENTER IN THE BOXES THE FIRST FOUR NUMBERS OF R'S AFSC. DO NOT ENTER ANY LETTERS. FOR EXAMPLE, A43130C WOULD BE ENTERED AS 4313.

☐☐☐☐

SKIP TO Q. 81

OR

DON'T KNOW .. (GO TO Q. 80) .. 9998

INTERVIEWER: IF R SAYS "DON'T KNOW" IN Q. 79, ASK Q. 80. OTHERWISE, GO TO Q. 81.

80. A. What is the name of the job you were trained for? 18-20/

B. What are your main activities or duties?

---

81. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any formal school training for this other (MOS/RATING/AFSC)?

Yes	1	21/
No .... (SKIP TO Q. 83)	0	

---

82. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many weeks of formal school training did you complete for this other (MOS/RATING/AFSC)?

ENTER # OF WEEKS: ☐☐ 22-23/

---

83. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received any on-the-job training for this other (MOS/RATING/AFSC)?

Yes	1	24/
No .... (SKIP TO Q. 85)	0	

---

84. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many weeks of on-the-job training for this other (MOS/RATING/AFSC) did you receive?

ENTER # OF WEEKS: ☐☐ 25-26/

---

85. Excluding basic training [(and) OJT (and) formal school training], how many months have you actually worked in this other (MOS/RATING/AFSC) between (DATE OF LAST INTERVIEW) and now?

ENTER # OF MONTHS: ☐☐ 27-28/

---

86. During the last 7 days, how many hours did you work at a military job? Do not include any hours you were on call but not actually working.

ENTER # OF HOURS: ☐☐ 29-30/

---

87. Certain military jobs carry a cash enlistment bonus. When you enlisted in the (BRANCH), did you sign up for a job which paid such a bonus?

Yes	1	31/
No .... (SKIP TO Q. 89)	0	

88. What was the total amount before taxes and deductions of the bonus you (received/will receive)?

$ ☐☐ , ☐☐☐ . 00 32-36/

---

89. **INTERVIEWER**: DID R ENLIST IN BRANCH SINCE LAST INTERVIEW? (YES TO Q. 41)

YES	1	37/
NO .... (SKIP TO Q. 91)	0	

---

90. At the time you entered the (BRANCH), how many years of regular school had you completed and gotten credit for? CODE ONE ONLY.

NONE	00	38-39/
1ST GRADE	01	
2ND GRADE	02	
3RD GRADE	03	
4TH GRADE	04	
5TH GRADE	05	
6TH GRADE	06	
7TH GRADE	07	
8TH GRADE	08	
9TH GRADE	09	
10TH GRADE	10	
11TH GRADE	11	
12TH GRADE	12	
1ST YEAR OF COLLEGE	13	
2ND YEAR OF COLLEGE	14	
3RD YEAR OF COLLEGE	15	
4TH YEAR OF COLLEGE	16	
5TH YEAR OF COLLEGE	17	
6TH YEAR OF COLLEGE	18	
7TH YEAR OF COLLEGE	19	
8TH YEAR OF COLLEGE	20	

---

91. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)] have you taken any courses for which you received high school or college credit?

Yes	1	40/
No .... (SKIP TO Q. 95)	0	

---

92. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], how many years of regular school have you completed and gotten credit for?

LESS THAN ONE	0	41/
ONE YEAR	1	
TWO YEARS	2	
THREE OR MORE YEARS	3	

93. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you received a diploma or degree?

Yes 1 42/
No .... (SKIP TO Q. 95) 0

---

94. What type of diploma or degree did you receive? RECORD VERBATIM AND CODE ONE ONLY.

HIGH SCHOOL DIPLOMA (OR EQUIVALENT) . 01 43-44/
ASSOCIATE/JUNIOR COLLEGE (AA) 02
BACHELOR'S DEGREE 03
MASTER'S DEGREE 04
DOCTORAL DEGREE (PHD) 05
PROFESSIONAL DEGREE (MD, LLD, DDS) ... 06
OTHER (SPECIFY):
________________________ 07

---

95. In the Veteran's Educational Assistance Program (VEAP), if you contribute to an education fund, the Veterans Administration will add to your contribution. Since [(DATE OF LAST INTERVIEW)/you joined the (BRANCH)], have you participated in the VEAP program?

Yes 1 45/
No .....(SKIP TO Q. 97)..... 0

---

96. How much money do or did you contribute to this program each month?

$ ☐☐ .00 46-47/

97. On this card (HAND CARD F) are some reasons people have for enlisting in the military. Please tell me if each one is true for you or not true for you.

I enlisted because . . .

	TRUE	NOT TRUE	
A. I was unemployed and couldn't find a job	1	0	48/
B. To give myself a chance to be away from home on my own	1	0	49/
C. The military will give me a chance to better myself in life	1	0	50/
D. I want to travel and live in different places.	1	0	51/
E. To get away from a personal problem	1	0	52/
F. I want to serve my country	1	0	53/
G. I can earn more money than I could as a civilian	1	0	54/
H. It is a family tradition to serve	1	0	55/
I. To prove that I can make it	1	0	56/
J. To get trained in a skill that will help me to get a civilian job when I get out	1	0	57/
K. To obtain retirement or fringe benefits	1	0	58/
L. I can get money for a college education	1	0	59/

ASK Q. 98 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 97; OTHERWISE, GO TO Q. 108.

98. Which of these was your most important reason for enlisting in the military? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 60/

SKIP TO Q. 108, P. 6-22

---

99. Are you now in the Delayed Entry Program in the (BRANCH), that is, are you scheduled to enter basic training some time in the future?

Yes	1	61/
No ... (SKIP TO Q. 102)....	0	

---

100. When will you enter active duty?

MONTH	☐☐	62-63/
AND		
YEAR	19 ☐☐	64-65/

---

101. OMITTED.

102. On this card (HAND CARD F) are some reasons people have for enlisting in the military. Please tell me if each one is true for you or not true for you.

I enlisted because . . .

	True	Not true	
A. I was unemployed and couldn't find a job	1	0	66/
B. To give myself a chance to be away from home on my own	1	0	67/
C. The military will give me a chance to better myself in life	1	0	68/
D. I want to travel and live in different places	1	0	69/
E. To get away from a personal problem	1	0	70/
F. I want to serve my country	1	0	71/
G. I can earn more money than I could as a civilian	1	0	72/
H. It is a family tradition to serve	1	0	73/
I. To prove that I can make it	1	0	74/
J. To get trained in a skill that will help me get a civilian job when I get out	1	0	75/
K. To obtain retirement or fringe benefits......	1	0	76/
L. I can get money for a college education	1	0	77/

ASK Q. 103 IF MORE THAN ONE "TRUE" (CODE 1) IN Q. 102; OTHERWISE, GO TO Q. 104.

103. Which of these was your most important reason for enlisting in the military? ENTER LETTER CORRESPONDING TO LIST ABOVE.

LETTER: ☐ 78/

---

104. Did you serve any time on active duty in the (BRANCH)?

Yes .... (ASK A) 1 79/
No .... (SKIP TO SECTION 6) 0

A. On what date did you enter active duty in the (BRANCH)? ENTER DATE HERE. BEGIN DK 12

☐☐ ☐☐ 19☐☐ 10-15/
MONTH DAY YEAR

B. INTERVIEWER: DID R ENTER THE ACTIVE FORCES? (Q. 38, CODES 01-04)

YES.(RECORD DATE IN ROW A OF CALENDAR) 1 16/
NO 0

---

105. And on what date did you separate from the (BRANCH)? ENTER DATE HERE.

☐☐ ☐☐ 19☐☐ 17-22/
MONTH DAY YEAR

A. INTERVIEWER: WAS R IN THE ACTIVE FORCES?

YES. (RECORD DATE IN ROW A OF CALENDAR. DRAW A LINE FROM DATE ENTERED TO DATE SEPARATED) 1 23/
NO 0

106. While you were on active duty, did you complete training for an (MOS/RATING/AFSC)?

Yes .... (ASK A)	1	24/
No	0	

A. IF YES: What was that (MOS/RATING/AFSC)? RECORD VERBATIM IN THE MARGINS.

(OFFICE USE)

☐☐☐☐ 25-27/

_______________ 28-31/

---

107. What type of discharge did you receive?

HONORABLE	1	32/
GENERAL	2	
UNDER OTHER THAN HONORABLE CONDITIONS	3	
BAD CONDUCT (DCD)	4	
DISHONORABLE	5	
WAS NOT FORMALLY DISCHARGED	6	

A. Which of the reasons on this card describe why you decided to leave the (BRANCH)? CODE ALL THAT APPLY.

HAND CARD G

A.	Low pay and allowances	01	33-34/
B.	Better civilian job opportunities	02	35-36/
C.	Reduction in military benefits	03	37-38/
D.	Decline in quality of military personnel	04	39-40/
E.	Unable to practice my job skills	05	41-42/
F.	Bored with my job or occupation	06	43-44/
G.	Don't like my job or occupation	07	45-46/
H.	Plan to continue my education or to use G.I./VEAP benefits ..	08	47-48/
I.	Not eligible to reenlist	09	49-50/
J.	Dislike location of my assignments	10	51-52/
K.	Didn't get desired type of training	11	53-54/
L.	Had to move too often	12	55-56/
M.	Dislike being separated from my family	13	57-58/
N.	My family wants me to leave the service	14	59-60/
O.	Disagree with personnel policies	15	61-62/
P.	Discrimination against military personnel based on race	16	63-64/
Q.	Discrimination against military personnel based on sex	17	65-66/
R.	Discrimination against military personnel based on rank	18	67-68/
S.	Other (SPECIFY) ______________________________	19	69-70/
	DON'T KNOW	98	71-72/

---

108. Taking all things together, how satisfied (are/were) you with the (MOST RECENT BRANCH)—very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied	1	73/
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	

109. INTERVIEWER: IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES? (Q. 47 = YES)

YES .... (ASK A) 1 74/

NO ..... (GO TO SECTION 6) 0

A. IF YES: Now we would like to ask you some more specific questions about your current military job.

SKIP TO SECTION 6, Q. 20

10-13/R

SECTION 6: ON CURRENT LABOR FORCE STATUS (CPS QUESTIONS)

1. Now I'd like some information on what you were doing last week. What were you doing most of last week--working, going to school, or something else? RECORD VERBATIM AND CODE ONE ONLY.

____

____

CODE SMALLEST # MENTIONED

Working .....(SKIP TO Q. 3).....	01	14-15/
WITH A JOB BUT NOT AT WORK	02	
LOOKING FOR WORK	03	
KEEPING HOUSE	04	
Going to school	05	
UNABLE TO WORK .(SKIP TO Q.32).	06	
Other (SPECIFY) __________	07	

2. Did you do any work at all last week, not counting work around the house? (INTERVIEWER NOTE: THIS DOES NOT INCLUDE VOLUNTEER WORK OR WORK DONE IN PRISON. IF FARM OR BUSINESS OPERATOR IN HH, ASK R ABOUT UNPAID WORK.)

Yes	1	16/
No .(SKIP TO Q. 8, P. 6-6)..	0	

3. How many hours did you work last week at all jobs?

ENTER # OF HOURS ☐☐ 17-18/

4. INTERVIEWER, CODE FROM Q. 3. RESPONDENT WORKED:

1 - 34 HOURS ....(ASK Q. 5)..........	1	19/
35 - 48 HOURS ....(ASK Q. 6)..........	2	
49 OR MORE HOURS (SKIP TO Q. 13, P.6-9)..	3	

ASK Q. 5 ONLY IF CODE 1 IN Q. 4.

5. Do you usually work 35 hours or more a week at this job?

Yes ....(ASK A)	1	20/
No ....(ASK B)	0	

5. Continued

A. IF YES: What is the reason you worked less than 35 hours last week?
RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason you worked less than 35 hours last week?

____

____

____

SLACK WORK	01	21-22/
MATERIAL SHORTAGE	02	
PLANT OR MACHINE REPAIR	03	
NEW JOB STARTED DURING WEEK	04	
JOB TERMINATED DURING WEEK	05	
COULD FIND ONLY PART-TIME WORK	06	
HOLIDAY--LEGAL OR RELIGIOUS	07	
LABOR DISPUTE	08	
BAD WEATHER	09	
OWN ILLNESS	10	
ILLNESS OF OTHER FAMILY MEMBER	11	
ON VACATION	12	
ATTENDS SCHOOL	13	
TOO BUSY WITH HOUSEWORK, PERSONAL BUSINESS, ETC.	14	
DID NOT WANT FULL-TIME WORK	15	
FULL-TIME WORK WEEK UNDER 35 HOURS	16	
OTHER REASON . (SPECIFY) __________	17	

NOW SKIP TO Q. 13, P. 6-9

5. Continued

B. IF NO: What is the reason you usually work less than 35 hours a week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason you worked less than 35 hours last week?

____

____

____

SLACK WORK	01	23-24/
MATERIAL SHORTAGE	02	
PLANT OR MACHINE REPAIR	03	
COULD FIND ONLY PART-TIME WORK	06	
BAD WEATHER	09	
OWN ILLNESS	10	
ILLNESS OF OTHER FAMILY MEMBER	11	
ATTENDS SCHOOL	13	
TOO BUSY WITH HOUSEWORK, PERSONAL BUSINESS, ETC.	14	
DID NOT WANT FULL-TIME WORK	15	
FULL-TIME WORK WEEK UNDER 35 HOURS	16	
OTHER REASON ..(SPECIFY) __________	17	

NOW SKIP TO Q. 13, P. 6-9

ASK Q. 6 ONLY IF "35-48" HOURS IN Q. 4.

6. Did you lose any time or take any time off last week for any reason such as illness, holiday, or slack work?

Yes .... (ASK A & B).. 1 25/

No ....(GO TO Q. 7) .. 0

IF YES, ASK A & B. OTHERWISE, GO TO Q. 7.

A. How many hours did you take off?

ENTER # OF HOURS: ☐☐ 26-27/

B. You told me earlier that you worked (# OF HOURS IN Q. 3) hours last week. In saying that you worked (# OF HOURS IN Q. 3) hours, had you already subtracted the (# OF HOURS IN A) hours that you took off last week?

Yes . (SKIP TO Q. 13, P. 6-9). 1 28/

No .... (ASK C & D) 0

IF "NO" TO B, ASK C & D. OTHERWISE, GO TO Q. 13.

C. Thinking of the (# OF HOURS IN A) hours that you took off last week, how many hours did you end up working last week, at all jobs?

ENTER # OF HOURS: ☐☐ 29-30/

D. INTERVIEWER CODE FROM C: RESPONDENT WORKED ...

1 - 34 HOURS ....(ASK E)............ 1 31/

35 OR MORE HOURS ..(SKIP TO Q. 13, P. 6-9).. 2

6. Continued

E. IF "1-34" HOURS IN D: What is the reason you worked less than 35 hours last week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What is the one main reason you worked less than 35 hours last week?

SLACK WORK	01	32-33/
MATERIAL SHORTAGE	02	
PLANT OR MACHINE REPAIR	03	
NEW JOB STARTED DURING WEEK	04	
JOB TERMINATED DURING WEEK	05	
COULD FIND ONLY PART-TIME WORK	06	
HOLIDAY--LEGAL OR RELIGIOUS	07	
LABOR DISPUTE	08	
BAD WEATHER	09	
OWN ILLNESS	10	
ILLNESS OF OTHER FAMILY MEMBER	11	
ON VACATION	12	
ATTENDS SCHOOL	13	
TOO BUSY WITH HOUSEWORK, PERSONAL BUSINESS, ETC.	14	
DID NOT WANT FULL-TIME WORK	15	
FULL-TIME WORK WEEK UNDER 35 HOURS	16	
OTHER REASON .. (SPECIFY) ________	17	

NOW SKIP TO Q. 13, P. 6-9

7. Did you work any overtime or at more than one job last week?

Yes ....(ASK A) 1 34/

No .(SKIP TO Q. 13, P. 6-9).. 0

IF "YES," ASK A. OTHERWISE, SKIP TO Q. 13.

A. How many extra hours did you work?

ENTER # OF EXTRA HOURS: ☐☐ (ASK B) 35-36/

OR

NO EXTRA HOURS ..(SKIP TO Q. 13, P. 6-9).. 00

B. You told me earlier that you worked (# OF HOURS IN Q. 3) hours last week. In saying that you worked (# OF HOURS IN Q. 3) hours, had you already included those extra hours you just told me about?

Yes .(SKIP TO Q. 13, P. 6-9). 1 37/

No .....(ASK C) 0

C. IF "NO TO B: Think of the (# OF HOURS IN A) hours that you worked extra last week. How many hours altogether, did you end up working last week?

ENTER # OF HOURS: ☐☐ 38-39/

AND SKIP TO Q. 13, P. 6-9.

ASK Q. 8 ONLY IF "NO" TO Q. 2

8. A. INTERVIEWER, LOOK AT Q. 1. WAS CATEGORY 02 "WITH A JOB BUT NOT AT WORK" CODED?

YES ....(GO TO Q. 9) 1 40/

NO ....(ASK B) 0

B. IF NO: Did you have a job or business from which you were temporarily absent or on layoff last week?

Yes .... (ASK Q. 9) 1 41/

No .... (SKIP TO Q. 25
PAGE 6-13) ... 0

ASK Q. 9 ONLY IF "YES" TO Q. 8A OR 8B.

9. Why were you absent from work last week? RECORD VERBATIM AND CODE ONE ONLY.

IF MORE THAN ONE REASON GIVEN, PROBE: What was the main reason why you were absent from work last week?

____

____

____

OWN ILLNESS......(SKIP TO Q. 11) 01 42-43/

ILLNESS OF OTHER FAMILY MEMBER...(SKIP TO Q. 11)............................. 02

ON VACATION......(SKIP TO Q. 11) 03

BAD WEATHER .....(SKIP TO Q. 11) 04

LABOR DISPUTE....(SKIP TO Q. 11) 05

NEW JOB TO BEGIN...(ASK A) 06

ON LAYOFF..........(GO TO Q. 10) 07

SCHOOL INTERFERED..(SKIP TO Q. 11) 08

OTHER ....(SPECIFY BELOW AND SKIP TO Q. 11) 09

____

A. IF "NEW JOB IS TO BEGIN": Is your new job scheduled to begin within 30 days from today, or sometime after that?

Within 30 days ....(SKIP TO Q. 27 , P. 6-14)... 1 44/

Some time after that ..(SKIP TO Q. 25B , P. 6-13).. 2

ASK Q. 10 IF "ON LAYOFF" IN Q. 9.

10. A. When you were laid off, were you given a definite date on which to report back to work, or were you not given such a date?

Was given a definite date to report back to work ...(ASK B)............ 1 — 45/

Was not given such a date to report back to work ...(GO TO C).......... 2

B. IF "WAS GIVEN A DEFINITE DATE": Altogether, will your period of layoff last 30 days or less, or will it last more than 30 days?

30 days or less .... 1 — 46/

More than 30 days 2

C. How many weeks ago were you laid off?

ENTER # OF WEEKS: ☐☐ — 47-48/

D. Is the job from which you were laid off a full-time or a part-time job?

Full-time .... 1 — 49/

Part-time 2

NOW SKIP TO Q. 31 , P. 6-16

11. Are you getting wages or salary for any of the time off last week?

Yes .... 1 — 50/

No 0

IF VOL: SELF-EMPLOYED 3

12. Do you usually work 35 hours or more a week at this job?

Yes .... 1 — 51/

No 0

13. A. For whom did you work? IF MORE THAN ONE EMPLOYER, PROBE: For whom did you work for the most hours last week? 52-80/

____

B. INTERVIEWER: ALSO ENTER NAME OF EMPLOYER ON THE COVER OF AN EMPLOYER SUPPLEMENT.

BEGIN
DECK 14

C. In what town or city and state is this employer located?

____ 10-12/
TOWN OR CITY

(IF NO TOWN OR CITY,
RECORD COUNTY BELOW:
____________________)

____ 13-14/
STATE

14. What kind of business or industry is this? (FOR EXAMPLE: TV AND RADIO MFG., RETAIL SHOE STORE, STATE LABOR DEPT., FARM.)

____ 15-17/
____
____

15. A. What kind of work were you doing for this job? RECORD VERBATIM. IF MORE THAN ONE KIND OF WORK: PROBE: What kind of work were you doing for the most hours last week?

____ 18-20/
____

B. What were your most important activities or duties? RECORD VERBATIM.

____
____
____

C. Some jobs are odd jobs--that is, work done from time to time, like occasional lawnmowing or babysitting. Others are regular jobs--that is, jobs done on a more or less regular basis. Is this a job that was done on a more or less regular basis or is it an odd job?

Regular job 1 21/
Odd job 2

16. Were you ... (READ CATEGORIES BELOW)

HAND CARD H

An employee of a private company, business or individual for wages, salary, or commission, or ...... (GO TO Q. 17)	1	22/
A government employee, or ..... (ASK A)	2	
Self-employed in own business, professional practice, or farm, or .... (ASK B)	3	
Working without pay in family business or farm? ...... (SKIP TO Q. 22, P. 6-12)	4	

IF CODE 2 IN Q. 16, ASK A:

A. Were you an employee of the federal government, state government, or local government?

Federal government employee	1	23/
State government employee	2	
Local government employee	3	
Don't know	8	

GO TO Q. 17

IF CODE 3 in Q. 16, ASK B:

B. Is your business incorporated or unincorporated?

Business incorporated	1	24/
Business unincorporated	2	
Don't know	8	

---

17. A. How many hours per week do you usually work at this job?

ENTER # OF HOURS: ☐☐ 25-26/

B. INTERVIEWER: IS NUMBER OF HOURS 20 HOURS OR MORE?

YES	1	27/
NO ..... (SKIP TO Q. 23 , P. 6-13)	0	

---

18. How much longer do you intend to stay at this job--less than one year, 1 to 2 years, 3 to 5 years, 6 to 9 years, or 10 years or more?

HAND CARD I

Less than 1 year	1	28/
1 to 2 years	2	
3 to 5 years	3	
6 to 9 years	4	
10 years or more	5	
OR		
R NO LONGER HAS THIS JOB	0	

19. **INTERVIEWER:** IS R SELF-EMPLOYED IN A BUSINESS WHICH IS UNINCORPORATED? (Q. 16B CODED 2 OR 8)

YES ...... (SKIP TO Q. 21) 1 29/

NO 0

---

20. We would like to know how well or poorly each of the following statements describes your job. (First/Next), (READ CATEGORY). Thinking of your present job, would you say this is very true, somewhat true, not too true, or not at all true? READ CATEGORIES A-J AND CODE FOR EACH.

HAND CARD J

	Very true	Somewhat true	Not too true	Not at all true	
A. You are given a chance to do the things you do best.	4	3	2	1	30/
B. The physical surroundings are pleasant.	4	3	2	1	31/
C. The skills you are learning would be valuable in getting a better job.	4	3	2	1	32/
D. The job is dangerous.	4	3	2	1	33/
E. You are exposed to unhealthy conditions.	4	3	2	1	34/
F. The pay is good.	4	3	2	1	35/
G. The job security is good.	4	3	2	1	36/
H. Your co-workers are friendly.	4	3	2	1	37/
I. Your supervisor is competent in doing the job.	4	3	2	1	38/
J. The chances for promotion are good.	4	3	2	1	39/

NOW SKIP TO Q. 22

ASK Q. 21 ONLY IF R IS SELF-EMPLOYED IN A BUSINESS WHICH IS UNINCORPORATED (SEE Q. 16B).

21. We are interested in your opinion, as a self-employed person, of your job.

We would like to know how well or poorly each of the following statements describes your job. (First, Next), (READ CATEGORY). Thinking of your present job, would you say this is very true, somewhat true, not too true, or not at all true? READ CATEGORIES A-G AND CODE FOR EACH.

HAND CARD J	Very true	Somewhat true	Not too true	Not at all true	
A. You have the chance to do the things you do best.	4	3	2	1	40/
B. The physical surroundings are pleasant.	4	3	2	1	41/
C. The experiences you are gaining would also be valuable in getting another job or business.	4	3	2	1	42/
D. The job is dangerous.	4	3	2	1	43/
E. The business is stable.	4	3	2	1	44/
F. You are exposed to unhealthy conditions.	4	3	2	1	45/
G. The income is good.	4	3	2	1	46/

22. I'd like to get some idea of the kind of job you'd most like to have. If you were free to go into any type of job you wanted, what would you do? Would you take another job or keep the same job as you have now?

Take another job	1	47/
Keep the same job	2	
IF VOLUNTEERED: WOULD NOT WORK AT ALL	3	

23. What hours do you *usually* work? Is it the regular day shift, the regular evening shift, the regular night shift, a split shift, or do your hours vary? CODE ONE ONLY.

Regular day shift	1	48/
Regular evening shift	2	
Regular night shift	3	
A split shift	4	
Hours vary	5	

---

24. A. How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, or dislike it very much? CODE ONE ONLY.

Like it very much	1	49/
Like it fairly well	2	
Dislike it somewhat	3	
Dislike it very much	4	

B. *INTERVIEWER:* IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES? (SECTION 5, Q. 47 = YES)

YES ... (SKIP TO SECTION 7) ..	1	50/
NO	0	

READ: We'll be asking some more questions later on in the interview about this job. Right now, we have some different questions.

NOW SKIP TO Q. 34, P. 6-18

ASK Q. 25 ONLY IF "NO" TO Q. 8B.

25. A. *INTERVIEWER:* SEE Q. 1. WAS CATEGORY 3, "LOOKING FOR WORK" CODED?

YES ..... (GO TO Q. 26)	1	51/
NO .... (ASK B)	0	

IF NO TO Q. 25A, OR IF CODE 2 IN Q. 9A, ASK B:

B. Have you been looking for work during the past 4 weeks?

Yes	1	52/
No .(SKIP TO Q. 32, P. 6-17)..	0	

---

26. What have you been doing in the last 4 weeks to find work? RECORD VERBATIM AND CODE ALL THAT APPLY.

____

____

____

NOTHING .. (SKIP TO Q. 32, P. 6-17).	01	53-54/
CHECKED WITH:		
STATE EMPLOYMENT AGENCY	02	55-56/
PRIVATE EMPLOYMENT AGENCY	03	57-58/
EMPLOYER DIRECTLY	04	59-60/
FRIENDS OR RELATIVES	05	61-62/
PLACED OR ANSWERED ADS	06	63-64/
LOOKED IN THE NEWSPAPER	07	65-66/
SCHOOL EMPLOYMENT SERVICE	08	67-68/
OTHER (SPECIFY) ________________	09	69-70/

27. Why did you start looking for work? Was it because you lost or quit a job at that time (PAUSE) or was there some other reason? RECORD VERBATIM AND CODE ONE ONLY.

____

____

____

LOST JOB	01	71-72/
QUIT JOB	02	
LEFT SCHOOL	03	
CHILDREN ARE OLDER	04	
ENJOY WORKING	05	
HELP WITH FAMILY EXPENSES	06	
WANTED TEMPORARY WORK	07	
HEALTH IMPROVED	08	
NEEDED MONEY	09	
TO SUPPORT MYSELF	10	
PROGRAM ENDED	11	
OTHER (SPECIFY) ________________	12	

28. INTERVIEWER: CODE: ANSWER CODED IN Q. 9 IS:

NEW JOB TO BEGIN ... (ASK Q. 29)	1	73/
BLANK--Q. 9 NOT ASKED (SKIP TO Q. 30)	2	

IF CODE 1 IN Q. 28, ASK Q. 29.

29. A. How many weeks ago did you start looking for work?

ENTER # OF WEEKS:	☐☐	74-75/

B. Is your new job a full-time or a part-time job?

Full-time	1	76/
Part-time	2	

C. Is there any reason why you could not take a job last week?

Yes .... (ASK D)	1	77/
No .... (SKIP TO SECTION 7)	0	

D. IF YES TO C: What was the reason? RECORD VERBATIM AND CODE ONE ONLY.

____

____

____

ALREADY HAD A JOB	1	78/
TEMPORARY ILLNESS	2	
GOING TO SCHOOL	3	
NEEDED AT HOME	4	
OTHER (SPECIFY) ____________________	5	

NOW SKIP TO SECTION 7

BEGIN DECK 15

IF CODE 2 IN Q. 28 , ASK Q. 30 .

30. A. How many weeks have you been looking for work?

ENTER # OF WEEKS: ☐☐ 10-11/

B. Have you been looking for full-time or part-time work?

Full-time	1	12/
Part-time	2	

---

31. Is there any reason why you could not take a job last week?

Yes .... (ASK A)	1	13/
No ...(SKIP TO Q. 40, P. 6-21).........	0	

A. IF YES: What was the reason? RECORD VERBATIM AND CODE ONE ONLY.

____

____

____

ALREADY HAD A JOB	1	14/
TEMPORARY ILLNESS	2	
GOING TO SCHOOL	3	
NEEDED AT HOME	4	
OTHER (SPECIFY BELOW)	5	

____

NOW SKIP TO Q. 40, P. 6-21

32. Do you want a regular job now, either full- or part-time?

Yes	(ASK A)	1	15/
No	(ASK B)	0	
MAYBE, IT DEPENDS	(ASK A)	3	
DON'T KNOW	(ASK B)	8	

A. IF YES OR MAYBE:		B. IF NO OR DON'T KNOW:		
What are the reasons you are not looking for work? RECORD VERBATIM AND CODE ALL THAT APPLY.		What are the reasons you do not want a regular job now? RECORD VERBATIM AND CODE ALL THAT APPLY.		
____________________		____________________		
____________________		____________________		
____________________		____________________		
____________________		____________________		
BELIEVE NO WORK AVAILABLE IN LINE OF WORK OR AREA ..	01	BELIEVE NO WORK AVAILABLE IN LINE OF WORK OR AREA ..	01	16-17/
COULDN'T FIND ANY WORK	02	COULDN'T FIND ANY WORK	02	18-19/
LACKS NECESSARY SCHOOLING, TRAINING, SKILLS, OR EXPERIENCE	03	LACKS NECESSARY SCHOOLING, TRAINING, SKILLS, OR EXPERIENCE	03	20-21/
EMPLOYERS THINK TOO YOUNG ..	04	EMPLOYERS THINK TOO YOUNG ..	04	22-23/
OTHER PERSONAL HANDICAPS IN FINDING JOB	05	OTHER PERSONAL HANDICAPS IN FINDING JOB	05	24-25/
CAN'T ARRANGE CHILD CARE ...	06	CAN'T ARRANGE CHILD CARE ...	06	26-27/
FAMILY RESPONSIBILITIES	07	FAMILY RESPONSIBILITIES	07	28-29/
IN SCHOOL OR OTHER TRAINING.	08	IN SCHOOL OR OTHER TRAINING.	08	30-31/
ILL HEALTH, PHYSICAL DISABILITY	09	ILL HEALTH, PHYSICAL DISABILITY	09	32-33/
PREGNANCY	10	PREGNANCY	10	34-35/
SPOUSE OR PARENT AGAINST MY WORKING	11	SPOUSE OR PARENT AGAINST MY WORKING	11	36-37/
DOES NOT WANT TO WORK	12	DOES NOT WANT TO WORK	12	38-39/
CAN'T ARRANGE TRANSPORTATION	13	CAN'T ARRANGE TRANSPORTATION	13	40-41/
DON'T KNOW WHERE TO LOOK ...	14	DON'T KNOW WHERE TO LOOK ...	14	42-43/
OTHER (SPECIFY) ____________	15	OTHER (SPECIFY) ____________	15	44-45/
OR		OR		
DON'T KNOW	98	DON'T KNOW	98	46-47/

NOW GO TO Q. 33

33. Do you intend to look for work of any kind in the next 12 months?

Yes ..(SKIP TO Q. 41, P. 6-21)	1	48/
No .... (SKIP TO SECTION 7)	0	
OR		
IT DEPENDS ..(SKIP TO SECTION 7)	3	
OR		
DON'T KNOW ... (SKIP TO SECTION 7)	8	

---

34. Have you been looking for other work in the last 4 weeks?

Yes .... (ASK A)	1	49/
No .... (ASK QS. 35 AND 36)	0	

A. IF YES: What have you been doing in the last four weeks to find work? RECORD VERBATIM AND CODE ALL THAT APPLY.

NOTHING ...... (ASK QS. 35 AND 36)	01	50-51/
CHECKED WITH:		
STATE EMPLOYMENT AGENCY ... (SKIP TO Q. 37)	02	52-53/
PRIVATE EMPLOYMENT AGENCY . (SKIP TO Q. 37)	03	54-55/
EMPLOYER DIRECTLY .... (SKIP TO Q. 37)	04	56-57/
FRIENDS OR RELATIVES ...... (SKIP TO Q. 37)	05	58-59/
PLACED OR ANSWERED ADS ...... (SKIP TO Q. 37)	06	60-61/
LOOKED IN THE NEWSPAPER ..... (SKIP TO Q. 37)	07	62-63/
SCHOOL EMPLOYMENT SERVICE ... (SKIP TO Q. 37)	08	64-65/
OTHER (SPECIFY AND SKIP TO Q. 37)	09	66-67/

IF NO TO Q. 34 OR "NOTHING" IN Q. 34A, ASK Q. 35 & 36, OTHERWISE SKIP TO Q. 37.

35. Do you intend to look for work of any kind in the next 12 months?

Yes	1	68/
No	0	
OR		
IT DEPENDS	3	
OR		
DON'T KNOW	8	

---

36. A. Suppose someone in this area offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it? PROBE IF NECESSARY: Is that per hour, day, week, or what?

☐☐☐☐☐ . ☐☐

DOLLARS 69-73/

CENTS 74-75/

Per hour	01	76-77/
Per day	02	
Per week	03	
Bi-weekly (every 2 weeks) ..	04	
Per month	05	
Per year	06	
Other (SPECIFY) ________________	07	

OR, IF VOLUNTEERED:

ANY PAY	08
WOULDN'T TAKE IT AT ANY CONCEIVABLE PAY (SKIP TO SECTION 7).	09

BEGIN DECK 16

B. How many days per week would you want to work?

ENTER # OF DAYS PER WEEK: ☐☐ 10-11/

C. How many hours per day would you want to work?

ENTER # OF HOURS PER DAY: ☐☐ 12-13/

NOW SKIP TO SECTION 7

37. What was the main reason you were looking for a new job during the past 4 weeks? RECORD VERBATIM AND CODE ONE ONLY.

____

____

____

LITTLE CHANCE FOR ADVANCEMENT IN CURRENT JOB	01	14-15/
PAY INADEQUATE AT CURRENT JOB	02	
WORKING CONDITIONS BAD AT CURRENT JOB .	03	
CURRENT JOB IS PART-TIME OR SEASONAL, DESIRE FULL-TIME WORK ...	04	
CURRENT JOB DOES NOT MAKE GOOD USE OF MY EXPERIENCE OR SKILLS	05	
WISH TO LIVE IN A NEW LOCATION	06	
WANT JOB IN A DIFFERENT FIELD	07	
NEEDED MONEY	08	
LAID OFF, JOB ENDED	09	
OTHER (SPECIFY) ________________	10	

---

38. For how many weeks have you been looking for a new job?

ENTER # OF WEEKS: ☐☐ 16-17/

---

39. A. What type of work are you looking for? RECORD VERBATIM. 18-20/

____

____

____

B. **INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:**

ONE TYPE OF WORK MENTIONED ..(SKIP TO Q. 42, P. 6-22).	1	21/
MORE THAN ONE TYPE OF WORK MENTIONED .. (ASK C)	2	
ANYTHING ....(SKIP TO Q. 42, P. 6-22).	3	

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM AND SKIP TO Q. 42.

____

____

40. A. Earlier you said that you have been looking for work. What type of work are you looking for? RECORD VERBATIM.

______________________________ 22-24/

____

____

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

ONE TYPE OF WORK MENTIONED ... (SKIP TO Q. 42)	1	25/
MORE THAN ONE TYPE OF WORK MENTIONED .. (ASK C)	2	
ANYTHING .... (SKIP TO Q. 42)	3	

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM AND SKIP TO Q. 42.

____

____

---

41. A. Earlier you said that you intend to look for work in the next 12 months. What type of work will you be looking for? RECORD VERBATIM.

______________________________ 26-28/

____

____

B. INTERVIEWER: EXAMINE R'S ANSWER TO A AND CODE BELOW:

ONE TYPE OF WORK MENTIONED ..... (GO TO Q.42)	1	29/
MORE THAN ONE TYPE OF WORK MENTIONED .. (ASK C)	2	
ANYTHING .... (GO TO Q.42)	3	

C. IF CODE 2: Which one would you prefer? RECORD VERBATIM.

____

____

42. What would the wage or salary have to be for you to be willing to take it?
PROBE IF NECESSARY: Is that per hour, day, week, or what?

☐☐☐☐☐ . ☐☐
DOLLARS CENTS
30-34/ 35-36/

Per hour	01	37-38/
Per day	02	
Per week	03	
Bi-weekly (every 2 weeks) .	04	
Per month	05	
Per year	06	
Other (SPECIFY) ____________	07	
OR, IF VOLUNTEERED ANY PAY	08	

---

43. A. How many days per week (do/would) you want to work?

ENTER # OF DAYS PER WEEK: ☐☐ 39-40/

B. How many hours per day (do/would) you want to work?

ENTER # OF HOURS PER DAY: ☐☐ 41-42/

SECTION 7: ON JOBS

1. **INTERVIEWER:** DID R HAVE A CIVILIAN JOB LAST WEEK (IF YES, YOU'VE ENTERED NAME ON AN EMPLOYER SUPPLEMENT) OR DID R SERVE IN ANY BRANCH OF THE MILITARY SINCE THE DATE OF THE LAST INTERVIEW? (SEE CALENDAR, ROW A, OR "YES" TO Q. 1 OR 2, SECTION 5.)

YES 1 43/
NO .... (SKIP TO Q. 3) 0

---

2. Besides (the job you had last week/(and)/your military service), have you done any other work for pay since (DATE OF LAST INTERVIEW)?

Yes .... (SKIP TO Q. 4) 1 44/
No .... (SKIP TO Q. 6) 0

---

3. Since (DATE OF LAST INTERVIEW), have you done any work at all for which you were paid?

Yes 1 45/
No .... (SKIP TO Q. 6) 0

---

4. Some jobs are odd jobs--that is, work done from time to time, like occasional lawnmowing or babysitting. Others are regular jobs--that is, jobs done on a more or less regular basis.

(Not counting the job you had last week,) Since (DATE OF LAST INTERVIEW), have any of the jobs you've had for pay been done on a more or less regular basis?

Yes .... (GO TO Q. 5) 1 46/
No .... (SKIP TO Q. 6) 0

5. Please give me the names of each of your employers for all regular jobs you've had for pay since (DATE OF LAST INTERVIEW) (not counting the job you had last week). If you had more than one job at the same time, please tell me about each job separately. Let's start with the most recent regular job you've had and work back in time to (DATE OF LAST INTERVIEW).

LIST EMPLOYER NAMES ON THE EMPLOYER LINES BELOW AND IN Q. 1 ON THE COVERS OF THE EMPLOYER SUPPLEMENTS, STARTING WITH THE MOST RECENT JOB.

A. PROBE: What was the name of your employer for the next most recent regular job you've had since (DATE OF LAST INTERVIEW)?

CONTINUE PROBING UNTIL R SAYS "NO OTHER EMPLOYER." IF R VOLUNTEERS THAT (HE/SHE) WORKED FOR MORE THAN ONE EMPLOYER FOR A JOB, ASK B

B. During a single month, (do/did) you generally work for one employer or more than one employer for this job?

One employer .... [ASK (1)]

More than one employer .... [ASK (2)]

(1) IF ONE EMPLOYER IN B: What (is/was) the name of the (next) most recent employer you've worked for on this job?

RECORD IN Q. 1 OF THE COVER OF AN EMPLOYER SUPPLEMENT AND REASK THIS QUESTION UNTIL YOU GET "NO OTHER EMPLOYER." THEN GO BACK TO 'A' ABOVE.

(2) IF MORE THAN ONE EMPLOYER IN B: RECORD "VARIETY OF EMPLOYERS" ON Q. 1 OF THE EMPLOYER SUPPLEMENT. THEN GO BACK TO 'A' ABOVE. CONTINUE PROBING UNTIL R SAYS "NO OTHER EMPLOYER."

EMPLOYERS

(ENTER HERE AND IN Q. 1 ON THE COVERS OF EMPLOYER SUPPLEMENTS.)

____

____

____

____

____

____

10-11/R

6. INTERVIEWER: SEE ROW A OF THE CALENDAR. WAS R ON ACTIVE DUTY IN THE ACTIVE FORCES THE ENTIRE TIME FROM THE DATE OF THE LAST INTERVIEW UNTIL NOW?

YES (SKIP TO Q. 17, P. 7-10). 1 12/
NO 0

---

7. INTERVIEWER: SEE CALENDAR. HAS R BEEN ENROLLED IN REGULAR SCHOOL AT ANY TIME SINCE THE DATE OF THE LAST INTERVIEW? (CALENDAR, Q. 1 CODED "YES" OR THERE IS A GRADE ENTERED AT Q. 2 OF THE CALENDAR)

YES 1 13/
NO .(SKIP TO Q. 12, P. 7-6).. 0

---

8. INTERVIEWER: WAS R ENROLLED IN COLLEGE SINCE DATE OF LAST INTERVIEW? (SEE CALENDAR, Q. 1 OR Q. 2 = 13 OR HIGHER)

YES ....(ASK A)......... 1 14/
NO ......(SKIP TO Q. 10)..... 0

A. IF YES: Since (DATE OF LAST INTERVIEW), have you had a job for pay that was provided by a college work-study program? [Be sure to tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes ....(ASK B)......... 1 15/
No ....(GO TO Q. 9)...... 0

IF YES TO A, ASK B:

B. What was the name of your employer for your college work-study job? RECORD VERBATIM. PROBE: Any others?

	____________	____________	____________
FOR EACH EMPLOYER NAME RECORDED IN B, ANSWER C: C. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'B' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?	YES . (CIRCLE CODE 2 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0	YES . (CIRCLE CODE 2 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0	YES . (CIRCLE CODE 2 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1 NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 2 ON THE COVER OF THAT SUPPLEMENT) . 0

9. **INTERVIEWER:** SINCE DATE OF LAST INTERVIEW, HAS R BEEN ENROLLED IN GRADES 1-12? (SEE CALENDAR. Q. 1 CODED 1-12, OR Q. 2 CODED 1-12, OR THERE IS A CHECK MARK AT Q. 3.)

YES 1 16/

NO ....(GO TO Q. 11)..... 0

---

10. Some schools have cooperative work-study programs in which students work part time for pay and their schools give time off or credit for the job. Since (DATE OF LAST INTERVIEW), have you had a job for pay that was part of a work-study program? [Please tell me if (any of) the job(s) you've already told me about was this kind of job.]

Yes ....(ASK A)......... 1 17/

No ....(GO TO Q. 11)..... 0

A. IF YES: What was the name of your employer for your work-study job? RECORD VERBATIM. PROBE: Any others?

______________ ______________ ______________

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. **INTERVIEWER:** IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 3 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 3 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 3 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 3 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 3 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 3 ON THE COVER OF THAT SUPPLEMENT) . 0

11. Some government programs provide students with part-time jobs during the school year. The names of some are the Neighborhood Youth Corps In-School program, and the In-School Work Experience program.

Since (DATE OF LAST INTERVIEW), have you had a government-sponsored part-time job for pay during the school year? (PAUSE) [Please tell me if (any of) the job(s) you told me about earlier was this kind of job.]

Yes ....(ASK A)......... 1 18/

No ....(GO TO Q. 12)...... 0

A. IF YES: What was the name of your employer for this job? RECORD VERBATIM. PROBE: Any others?

______________ ______________ ______________

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?	YES . (CIRCLE CODE 4 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 4 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 4 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 4 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 4 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 4 ON THE COVER OF THAT SUPPLEMENT) . 0

12. Some government-sponsored programs provide jobs for about 10 weeks during the summer. The names of some are: The CETA Summer program, the NYC Summer program, the SPEDY program, and the Summer Youth Employment program.

Since (DATE OF LAST INTERVIEW), have you had a government-sponsored summer job for pay? (PAUSE) [Please tell me if (any of) the job(s) you already told me about was this kind of summer job.]

Yes ....(ASK A).........	1	19/
No ....(GO TO Q. 13).....	0	

A. IF YES: What was the name of your employer for this summer job? RECORD VERBATIM. PROBE: Any others?

______________ ______________ ______________

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?	YES . (CIRCLE CODE 5 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 5 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 5 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 5 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 5 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 5 ON THE COVER OF THAT SUPPLEMENT) . 0

13. **INTERVIEWER:** IS R CURRENTLY ENROLLED IN GRADES 1-12?
(SEE CALENDAR. Q. 1 CODED 1-12?)

YES ......(SKIP TO Q. 15).... 1 20/
NO ....(ASK Q. 14)..... 0

IF NO TO Q. 13, ASK Q. 14:

14. Some other government-sponsored programs provide jobs or on-the-job training for pay. Examples are: Public Service Employment, the Work Experience Program, the Young Adult Conservation Corps, the J.O.B.S. Program, and the O.J.T. Program.

Since (DATE OF LAST INTERVIEW), have you had a government-sponsored job or on-the-job training for pay? (PAUSE) [Please tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes ....(ASK A)......... 1 21/
No ....(GO TO Q. 15)...... 0

A. **IF YES:** What was the name of your employer for this job? RECORD VERBATIM. PROBE: Any others?

______________ ______________ ______________

FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:

B. **INTERVIEWER:** IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?	YES . (CIRCLE CODE 6 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 6 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 6 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 6 ON THE COVER OF THAT SUPPLEMENT) . 0

15. Some government programs give employers tax credits for hiring people. The names of some are: Targeted Jobs Tax Credits, WIN, and Welfare Tax Credit.

Since January 1, 1979, have you received a certificate to show employers that you are eligible for any of these programs?

Yes ....(ASK A)......... 1 22/
No ....(GO TO Q. 16)..... 0

A. IF YES: Since (DATE OF LAST INTERVIEW), have you had a job that was part of a tax credit program? [Please tell me if (any of) the job(s) you already told me about was this kind of job.]

Yes ....(ASK B)......... 1 23/
No ....(GO TO Q. 16)..... 0

IF YES TO A, ASK B:
B. What was the name of your employer for this job?
RECORD VERBATIM. PROBE: Any others?

FOR EACH EMPLOYER NAME RECORDED IN B, ANSWER C:

C. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'B' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?

YES . (CIRCLE CODE 7 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 7 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 7 OF THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 7 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 7 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 7 ON THE COVER OF THAT SUPPLEMENT) . 0

16. HAND CARD K Finally, take a look at this card. Since (DATE OF LAST INTERVIEW), have you had a job for pay that was sponsored by the kinds of government programs listed here? (PAUSE) [Again, please tell me if (any of) the job(s) you already told me about was part of one of these programs.]

Yes ....(ASK A).........	1	24/
No ....(GO TO Q. 17)......	0	

A. IF YES: What was the name of your employer for this job? RECORD VERBATIM. PROBE: Any others?

	________________	________________	________________
FOR EACH EMPLOYER NAME RECORDED IN A, ANSWER B:			
B. INTERVIEWER: IS THE EMPLOYER NAME RECORDED IN 'A' ALREADY ENTERED IN Q. 1 ON THE COVER OF AN EMPLOYER SUPPLEMENT?	YES . (CIRCLE CODE 8 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 8 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1	YES . (CIRCLE CODE 8 ON THE COVER OF THE EMPLOYER SUPPLEMENT FOR THIS EMPLOYER) ... 1
	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 8 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 8 ON THE COVER OF THAT SUPPLEMENT) . 0	NO . (RECORD THIS EMPLOYER Q. 1 ON THE COVER OF AN EMPLOYER SUPP. AND CIRCLE CODE 8 ON THE COVER OF THAT SUPPLEMENT) . 0

17. INTERVIEWER: SEE ITEM 9 ON INFO SHEET. WAS R EMPLOYED ON DATE OF LAST INTERVIEW?

YES ....(ANSWER A)........ 1 25/

NO .....(SKIP TO Q. 19)...... 0

A. IF YES, INTERVIEWER: ARE ALL OF R's EMPLOYERS THAT ARE LISTED IN ITEM 9 OF INFO SHEET NOW ENTERED AT Q. 1 ON THE COVERS OF EMPLOYER SUPPLEMENTS?

YES ....(SKIP TO Q. 19)...... 1 26/

NO 0

---

18. INTERVIEWER: LIST BELOW ALL EMPLOYERS IN ITEM 9 OF INFO SHEET THAT ARE NOT NOW ENTERED AT Q. 1 ON THE COVER OF EMPLOYER SUPPLEMENTS. THEN ASK A.

	________________	________________	________________
FOR EACH EMPLOYER NAME RECORDED ABOVE, ASK A:			
A. When we interviewed you last on (DATE OF LAST INTERVIEW) you were working for (READ EMPLOYER (NAME). Have you already told me about (EMPLOYER) for this year but called it by another name?	Yes 1	Yes 1	Yes 1
	No . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP.) 0	No . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP.) 0	No . (RECORD THIS EMPLOYER AT Q. 1 ON THE COVER OF AN EMPLOYER SUPP.) 0

---

19. INTERVIEWER: ALTOGETHER, ON HOW MANY EMPLOYER SUPPLEMENTS HAVE YOU RECORDED AN EMPLOYER NAME?

NONE ...(GO TO SECTION 8)... 00 27-28/

ONE OR MORE ..(SPECIFY NUMBER HERE AND ADMINISTER SUPPLEMENTS NOW, STARTING WITH THE MOST RECENT JOB)...... ☐☐

29-32/R

SECTION 8: PERIODS WHEN R WAS NOT WORKING OR IN THE MILITARY

1. **INTERVIEWER:** HAVE YOU DRAWN ANY LINES ON ROW A OR B OF THE CALENDAR?

YES .... (GO TO Q. 2) 1 33/

NO ... (INTERVIEWER: PUT DATE OF LAST INTERVIEW AND TODAY'S DATE IN BOXES FOR PERIOD 1, Q. 3A, ON THE NEXT PAGE. PUT BOTH DATES ON ROW C OF THE CALENDAR. DRAW A LINE TO CONNECT THESE DATES. THEN GO TO Q. 3B, NEXT PAGE.) 0

---

2. **INTERVIEWER:** SEE CALENDAR ROWS A AND B. ARE THERE ANY GAPS IN YOUR WORK HISTORY CALENDAR? IN OTHER WORDS, ARE THERE ANY SPACES OF A WEEK OR MORE WHERE YOU DO NOT HAVE A LINE DRAWN IN ROW A OR ROW B? (CHECK ALL YOUR DATES CAREFULLY. CHECK THE ENDING DATE OF EACH JOB HELD AND THE STARTING DATE OF THE NEXT JOB.)

THERE ARE SOME GAPS .... (GO TO Q. 3A, NEXT PAGE) 1 34/

ALL TIME IS ACCOUNTED FOR IN LINES A AND B .. (SKIP TO SECTION 9) 2

		PERIOD 1	PERIOD 2
3. A.	**INTERVIEWER:** DRAW LINES ON ROW C TO REPRESENT PERIODS DURING WHICH THERE ARE NO LINES IN ROW A OR B. USE DATES ENTERED IN ROWS A & B TO INDICATE IN ROW C DATES R BEGAN AND ENDED EACH PERIOD OF NON-EMPLOYMENT. ENTER THE DATES FOR EACH PERIOD INTO BOX A, MOST RECENT PERIOD FIRST. NOW ENTER BELOW THE TOTAL NUMBER OF SEPARATE PERIODS OF NON-EMPLOYMENT: TOTAL # OF SEPARATE PERIODS: ☐☐ 35-36/	FROM ☐☐☐☐☐☐ MONTH DAY YEAR 37-42/ TO ☐☐☐☐☐☐ MONTH DAY YEAR 43-48/	FROM ☐☐☐☐☐☐ MONTH DAY YEAR 67-72/ TO ☐☐☐☐☐☐ MONTH DAY YEAR 73-78/
	FOR EACH SET OF DATES ENTERED IN A, ASK B-H:		BEGIN DECK 18
B.	You said you were not working between (DATES OF FIRST/NEXT PERIOD). During how many of those weeks were you looking for work or on layoff from a job--during none, some, or all of those weeks? **INTERVIEWER:** FOLLOW SKIP INSTRUCTIONS AT B IN COLUMNS.	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 49/	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3 10/
C.	**INTERVIEWER:** USE WEEK CALENDAR TO DETERMINE WEEK # OF EACH DATE. ENTER WEEK #s IN BOXES.	☐☐☐ WEEK PERIOD BEGAN 50-52/ ☐☐☐ WEEK PERIOD ENDED 53-55/	☐☐☐ WEEK PERIOD BEGAN 11-13/ ☐☐☐ WEEK PERIOD ENDED 14-16/
D.	SUBTRACT WEEK BEGAN FROM WEEK ENDED AND ENTER DIFFERENCE IN BOX D.	☐☐☐ # OF WEEKS 56-58/	☐☐☐ # OF WEEKS 17-19/
E.	You were not working from (DATE) to (DATE). That would be about (# OF WEEKS IN D) weeks when you were not working. For how many of these weeks were you looking for work or on layoff from a job? ENTER IN BOX E.	☐☐☐ # OF WEEKS LOOKING OR ON LAYOFF 59-61/	☐☐☐ # OF WEEKS LOOKING OR ON LAYOFF 20-22/
F.	**INTERVIEWER:** SUBTRACT # OF WEEKS LOOKING FOR WORK OR ON LAYOFF (BOX E) FROM # OF WEEKS NOT WORKING (BOX D) AND ENTER IN BOX F. READ: That leaves (# OF WEEKS IN F) weeks that you were not working or looking for work.	☐☐☐ # OF WEEKS NOT LOOKING 62-64/	☐☐☐ # OF WEEKS NOT LOOKING 23-25/
G.	What would you say was the main reason that you were not looking for work during that period? RECORD VERBATIM AND ENTER CODE IN G.	____________________ ____________________ ☐☐ REASON NOT LOOKING 65-66/	____________________ ____________________ ☐☐ REASON NOT LOOKING 26-27/

DID NOT WANT TO WORK	01
ILL, DISABLED, UNABLE TO WORK	02
FOR SCHOOL EMPLOYEES: SCHOOL WAS NOT IN SESSION FOR THIS PERIOD	03
ARMED FORCES	04
PREGNANCY	05
CHILD CARE PROBLEMS	06
PERSONAL/FAMILY REASONS	07
VACATION	08
LABOR DISPUTE/STRIKE	09
BELIEVED NO WORK AVAILABLE	10
COULD NOT FIND WORK	11
IN SCHOOL	12
OTHER	13

H. **INTERVIEWER:** IF THERE ARE ANY ADDITIONAL PERIODS, GO BACK TO B FOR THE NEXT PERIOD. OTHERWISE, GO ON TO SECTION 9.

8-3 DECKS 18-19

PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
FROM	FROM	FROM	FROM
☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐
MONTH DAY YEAR	MONTH DAY YEAR	MONTH DAY YEAR	MONTH DAY YEAR
28-33/	58-63/	18-23/	48-53/
TO	TO	TO	TO
☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐	☐☐☐☐☐☐
MONTH DAY YEAR	MONTH DAY YEAR	MONTH DAY YEAR	MONTH DAY YEAR
34-39/	64-69/	24-29/	54-59/
None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO H).. 3	None ...(GO TO G).. 1 Some ...(GO TO C).. 2 All ....(GO TO C).. 3
40/	70/	30/	60/
☐☐☐	☐☐☐	☐☐☐	☐☐☐
WEEK PERIOD BEGAN	WEEK PERIOD BEGAN	WEEK PERIOD BEGAN	WEEK PERIOD BEGAN
41-43/	71-73/	31-33/	61-63/
☐☐☐	☐☐☐	☐☐☐	☐☐☐
WEEK PERIOD ENDED	WEEK PERIOD ENDED	WEEK PERIOD ENDED	WEEK PERIOD ENDED
44-46/	74-76/	34-36/	64-66/
☐☐☐	☐☐☐	☐☐☐	☐☐☐
# OF WEEKS	# OF WEEKS	# OF WEEKS	# OF WEEKS
47-49/	77-79/ BEGIN DECK 19	37-39/	67-69/
☐☐☐	☐☐☐	☐☐☐	☐☐☐
# OF WEEKS LOOKING OR ON LAYOFF	# OF WEEKS LOOKING OR ON LAYOFF	# OF WEEKS LOOKING OR ON LAYOFF	# OF WEEKS LOOKING OR ON LAYOFF
50-52/	10-12/	40-42/	70-72/
☐☐☐	☐☐☐	☐☐☐	☐☐☐
# OF WEEKS NOT LOOKING	# OF WEEKS NOT LOOKING	# OF WEEKS NOT LOOKING	# OF WEEKS NOT LOOKING
53-55/	13-15/	43-45/	73-75/
____________ ____________	____________ ____________	____________ ____________	____________ ____________
☐☐	☐☐	☐☐	☐☐
REASON NOT LOOKING	REASON NOT LOOKING	REASON NOT LOOKING	REASON NOT LOOKING
56-57/	16-17/	46-47/	76-77/

BEGIN DECK 20

10-13/R

SECTION 9: ON GOVERNMENT TRAINING

1. **INTERVIEWER:** IS R CURRENTLY ENROLLED IN GRADES 1-12?
(SEE Q. 1 ON CALENDAR)

YES .. (SKIP TO SECTION 10) .. 1 — 14/
NO .... (READ A) 0

A. IF NO: There are certain kinds of training programs sponsored by the government in which young people who are not attending regular school receive skills training in a workshop or a classroom to prepare them for jobs. Examples of these kinds of skills training include certain CETA programs and the Job Corps, but there are others.

---

2. **INTERVIEWER:** SEE INFO SHEET, ITEM 11. IS A GOVERNMENT TRAINING PROGRAM FROM LAST YEAR'S INTERVIEW LISTED THERE?

YES ...... (READ A) .... 1 — 15/
NO ..... (GO TO Q. 3) 0

IF YES TO Q. 2, ASK A:

A. Our records show that at our last interview on (DATE OF LAST INTERVIEW), you were receiving this kind of training at (NAME OF SCHOOL OR AGENCY FROM INFO SHEET). We would like to ask some questions about your participation in this program since (DATE OF LAST INTERVIEW).
ENTER IN Q. 8 (ON NEXT PAGE) THE NAME OF THE SCHOOL OR AGENCY FROM ITEM 11 OF INFO SHEET. THEN GO TO Q. 5.

IF NO TO Q. 2, ASK Q. 3:

3. (Besides the jobs you already told me about,) Since (DATE OF LAST INTERVIEW), have you received skills training from any of these kinds of government-sponsored programs? HAND CARD P

Yes .... 1 — 16/
No ... (SKIP TO SECTION 10) .. 0

---

4. Thinking of the (first/next) training program that you attended since (DATE OF LAST INTERVIEW), what is the name of the school or agency where you've received this training? RECORD IN Q. 8, NEXT PAGE, AND GO ON TO Q. 5.

(IF NECESSARY, USE A SECOND QUESTIONNAIRE.)

---

5. What is the name of the government program that sponsors this training? RECORD IN Q. 9, NEXT PAGE, AND GO ON TO Q. 6.

---

6. [Besides the job(s) you already told me about,] Since (DATE OF LAST INTERVIEW), have you received any other skills training [either from (NAME OF SCHOOL OR AGENCY FROM INFO SHEET, ITEM 11) or] from any of these kinds of government-sponsored training programs? HAND CARD P

IF YES, GO BACK TO Q. 4
FOR THE NEXT PROGRAM .... 1 — 17/

IF NO, GO TO Q. 7 0

7. **INTERVIEWER:** IF THERE ARE ANY PROGRAMS ENTERED IN QS. 8 & 9 BELOW, ASK QS. 10-34 NOW. OTHERWISE, SKIP TO SECTION 10.

	COLUMN #1 DK 20	COLUMN #2 BEGIN DK 21
8. ENTER NAME OF SCHOOL OR AGENCY WHERE R RECEIVED TRAINING.	18-48/ ____________________	10-39/ ____________________
9. ENTER NAME OF THE GOVERNMENT PROGRAM THAT SPONSORS THIS TRAINING.	49-50/ ____________________	40-41/ ____________________
10. You told me that you received skills training at (ENTRY IN IN Q. 8) through the (ENTRY IN Q. 9).		
A. **INTERVIEWER:** WAS THIS TRAINING PROGRAM LISTED ON ITEM 11 OF INFO SHEET? (DID YOU ENTER IN Q. 8 FOR THIS PROGRAM THE NAME OF THE SCHOOL OR AGENCY FROM ITEM 11 OF INFO SHEET?)	51/ YES .. (ENTER THE DATE OF THE LAST INTERVIEW IN "B" BELOW AND GO TO Q. 11) ... 1 NO ... (ASK B) 0	42/ YES .. (ENTER THE DATE OF THE LAST INTERVIEW IN "B" BELOW AND GO TO Q. 11) ... 1 NO ... (ASK B) 0
B. IF NO TO A: When did you start participating in this program?	52-57/ ☐☐ ☐☐ ☐☐ MONTH DAY YEAR	43-48/ ☐☐ ☐☐ ☐☐ MONTH DAY YEAR
11. Are you currently participating in this program?	58/ Yes . (SKIP TO Q. 13) .... 1 No 0	49/ Yes . (SKIP TO Q. 13) ...... 1 No 0
12. When did you stop participating in this program? PROBE FOR AND RECORD MONTH, DAY, AND YEAR.	59-64/ ☐☐ ☐☐ ☐☐ MONTH DAY YEAR	50-55/ ☐☐ ☐☐ ☐☐ MONTH DAY YEAR
13. For a variety of reasons, people often do not participate in their programs some of the time. Between (DATE IN Q. 10) and (now/DATE IN Q. 12), were there any periods of a full week or more during which you did not participate in this program?	65/ Yes ... (ASK A) .... 1 No .. (GO TO Q. 14) ... 0	56/ Yes ... (ASK A) ..... 1 No .. (GO TO Q. 14) . 0
A. IF YES: Between (DATE IN Q. 10) and (now/DATE IN Q. 12), for how many weeks, altogether, did you not participate in this program?	# WEEKS ☐☐ 66-67/	# WEEKS ☐☐ 57-58/

	COLUMN #1	COLUMN #2
14. How many hours a week (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS ☐☐ 59-60/	# HOURS ☐☐ 67-68/
15. How many hours a day (do/did) you usually spend in the program? ENTER # OF HOURS	# HOURS ☐☐ 61-62/	# HOURS ☐☐ 69-70/
16. A. As far as you know, (is/was) this training part of a CETA program?	63/ Yes .... 1 No 0	71/ Yes .... 1 No 0
B. As far as you know, (is/was) this training (also) part of a WIN program?	64/ Yes .... 1 No 0	72/ Yes .... 1 No 0
17. Why did you decide to enter this training program? RECORD VERBATIM. IF MORE THAN ONE REASON GIVEN, PROBE: What was the one main reason? CODE ONE ONLY.	____________ ____________ ____________ ____________ 65-66/ TO GET MONEY .... 01 TO GET A BETTER JOB THAN COULD GET ON MY OWN .... 02 TO GET A JOB .... 03 TO GET JOB TRAINING OR EXPERIENCE .... 04 TO HAVE SOMETHING TO DO .. 05 THE TRAINING SOUNDED INTERESTING .... 06 OTHER (SPECIFY) .... 07 ____________	____________ ____________ ____________ ____________ 73-74 TO GET MONEY .... 01 TO GET A BETTER JOB THAN COULD GET ON MY OWN .... 02 TO GET A JOB .... 03 TO GET JOB TRAINING OR EXPERIENCE .... 04 TO HAVE SOMETHING TO DO .. 05 THE TRAINING SOUNDED INTERESTING .... 06 OTHER (SPECIFY) .... 07 ____________

18. INTERVIEWER, IS R CURRENTLY PARTICIPATING IN THIS PROGRAM? ("YES" TO Q.11)	BEGIN DECK 22 10/ YES . (SKIP TO Q. 20) ... 1 NO 0	16/ YES . (SKIP TO Q. 20) ... 1 NO 0
19. Did you complete this training program or not?	11/ Completed this program (GO TC Q. 20) .... 1 Did not complete this program .. (ASK A) 0	17/ Completed this program (GO TO Q. 20) .... 1 Did not complete this program .. (ASK A) 0
A. IF CODE 0: Why did you leave this program? RECORD VERBATIM. IF MORE THAN ONE REASON GIVEN, PROBE: What was the main reason? CODE ONE ONLY.	____________________ ____________________ ____________________ ____________________ 12-13/ EXPELLED FROM PROGRAM .. 01 QUIT BECAUSE FOUND A JOB 02 TRANSFERRED TO ANOTHER PROGRAM .... 03 DISSATISFIED WITH PAY .. 04 UNSATISFACTORY CONDITIONS .... 05 LOST INTEREST .... 06 TOO DIFFICULT .... 07 PROBLEMS WITH TRANSPORTATION ...... 08 TOO MUCH TIME INVOLVED . 09 PREGNANCY .... 10 OWN ILLNESS OR DISABILITY .... 11 OTHER PERSONAL OR FAMILY REASONS .... 12 MOVED .... 13 OTHER (SPECIFY) ____________________ 14	____________________ ____________________ ____________________ ____________________ 18-19/ EXPELLED FROM PROGRAM .. 01 QUIT BECAUSE FOUND A JOB 02 TRANSFERRED TO ANOTHER PROGRAM .... 03 DISSATISFIED WITH PAY .. 04 UNSATISFACTORY CONDITIONS .... 05 LOST INTEREST .... 06 TOO DIFFICULT .... 07 PROBLEMS WITH TRANSPORTATION ...... 08 TOO MUCH TIME INVOLVED . 09 PREGNANCY .... 10 OWN ILLNESS OR DISABILITY .... 11 OTHER PERSONAL OR FAMILY REASONS .... 12 MOVED .... 13 OTHER (SPECIFY) ____________________ 14
20. We would like to know more about the kinds of services the program provided you. (First/Next) did this program provide you with ... (READ CATEGORIES A & B AND CODE "YES" OR "NO" FOR EACH)	Yes No	Yes No
A. Job counseling?	1 0 14/	1 0 20/
B. Classroom training to prepare for a GED?	1 0 15/	1 0 21/

21. Did this program provide you with other classroom training in reading, writing, or arithmetic?	22/ Yes .... (ASK A) ...... 1 No .. (GO TO Q. 22) ... 0	31/ Yes .... (ASK A) ...... 1 No .. (GO TO Q. 22) ... 0
A. IF YES: Was that classroom training part of a program of English as a second language--that is, a program for people who grew up speaking a language other than English?	23/ Yes .... 1 No 0	32/ Yes .... 1 No 0
22. Did this program provide you with classroom training in other skills needed for certain types of jobs?	24/ Yes .... (ASK A) ...... 1 No .. (GO TO Q. 23) ... 0	33/ Yes .... (ASK A) ...... 1 No .. (GO TO Q.23) ... 0
A. IF YES: What kind of job were you being trained for? RECORD VERBATIM.	25-27/ ________________ ________________ ________________ ________________	34-36/ ________________ ________________ ________________ ________________
23. Did this program place you on a job outside the program?	28/ Yes .... (ASK A) ...... 1 No .. (GO TO Q. 24) ... 0	37/ Yes .... (ASK A) ...... 1 No .. (GO TO Q. 24) ... 0
A. IF YES: Was the job you were placed in a CETA or Public Service Employment--PSE--job?	29/ Yes .... (ASK B) ...... 1 No .. (GO TO Q. 24) ... 0	38/ Yes .... (ASK B) ...... 1 No .. (GO TO Q. 24) ... 0
B. IF YES TO A: In addition to being placed in a CETA or PSE job, were you also placed in a job outside that program?	30/ Yes .... 1 No 0	39/ Yes .... 1 No ....

24. Did this program provide you with a job, (other) work experience, or on-the-job training?	40/ Yes .... (ASK A) ...... 1 No .. (GO TO Q. 25) .. 0	51/ Yes .... (ASK A) ...... 1 No ... (GO TO Q. 25) .. 0
A. IF YES: What kind of job were you doing or being trained for? RECORD VERBATIM.	41-43/ ____________________ ____________________ ____________________ ____________________	52-54/ ____________________ ____________________ ____________________ ____________________

	Yes	No		Yes	No	
25. Did this program provide you with (READ CATEGORIES AND CODE "YES" OR "NO" FOR EACH)						
A. Extra help in preparing for college?	1	0	44/	1	0	55/
B. Health care or medical services?	1	0	45/	1	0	56/
C. Childcare?	1	0	46/	1	0	57/
D. Transportation or bus tokens?	1	0	47/	1	0	58/
E. Lodging?	1	0	48/	1	0	59/
F. Meals?	1	0	49/	1	0	60/

26. Did this program provide you with any other kinds of services?	50/ Yes .... (ASK A) ...... 1 No ....(GO TO Q. 27) .. 0	61/ Yes .... (ASK A) ..... 1 No ....(GO TO Q. 27) . 0
A. IF YES: What other kinds of services? RECORD VERBATIM	____________________ ____________________ ____________________	____________________ ____________________ ____________________

	DECK 22	BEGIN DECK 23
27. Besides any money you may [presently receive/ have receive(d)] through public assistance or Unemployment Compensation (do/while you were in the program, did) you receive any money for participating in this program?	62/ Yes .... (ASK A) ...... 1 No ....(GO TO Q. 28)... 0	10/ Yes .... (ASK A) ..... 1 No ....(GO TO Q. 28).. 0
A. IF YES: How much money (do/did) you usually receive for participating in this program? Please give me the amount you receive(d) before any deductions like taxes and social security (are/were) taken out. PROBE IF NECESSARY: (Is/Was) that per hour, per day, per week, or what?	63-67/ ☐☐,☐☐☐.☐☐ 68-69/ DOLLARS CENTS 70-71/ Per hour .... 01 Per day .... 02 Per week .... 03 Bi-Weekly (every 2 weeks)............... 04 Per month .... 05 Per year .... 06 OTHER (SPECIFY) ____________ 07	11-15/ ☐☐,☐☐☐.☐☐ 16-17/ DOLLARS CENTS 18-19/ Per hour .... 01 Per day .... 02 Per week .... 03 Bi-Weekly (every 2 weeks).............. 04 Per month .... 05 Per year .... 06 OTHER (SPECIFY) ____________ 07
28. How (does/did) the training or experience you received in this program affect your chances of getting a good job--do you feel that your chances of getting a good job (are/were) improved or not improved?	72/ Improved .... 1 Not improved 2	20/ Improved .... 1 Not improved 2

29. INTERVIEWER: SEE ROW B ON CALENDAR. HAS R HAD A JOB SINCE LEAVING THIS PROGRAM?	21/ YES ....(ASK Q.30) .... 1 NO ...(SKIP TO Q.31) .. 0	25/ YES ...(ASK Q.30) .... 1 NO ...(SKIP TO Q.31). 0
30. After you left the program, did the training or experience you received in this program help you or not help you in performing any job?	22/ Helped .... 1 Did not help 2	26/ Helped .... 1 Did not help 2
31. Thinking back over your entire experience in this program, how satisfied or dissatisfied are you with it overall--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?	23/ Very satisfied .... 1 Somewhat satisfied .... 2 Somewhat dissatisfied .. 3 Very dissatisfied 4	27/ Very satisfied .... 1 Somewhat satisfied ... 2 Somewhat dissatisfied . 3 Very dissatisfied 4
32. INTERVIEWER, ARE THERE ANY ADDITIONAL PROGRAMS RECORDED IN COLUMN HEADINGS (Qs 8 AND 9, PAGE 9-2) NOT YET ASKED ABOUT?	24/ YES .. (GO BACK TO PAGE 9-2 AND ASK THE APPROPRIATE QUESTIONS FOR NEXT PROGRAM ...... 1 NO ... (GO TO SECTION 10) . 0	28/ YES .. (USING THE SECOND QUESTIONNAIRE, GO TO PAGE 9-2 AND ASK THE APPROPRIATE QUESTIONS FOR THE NEXT PROGRAM) .... 1 NO ... (GO TO SECTION 10). 0

DECK 23

29-37/R

SECTION 10: OTHER TRAINING

1. **READ:** Now I would like to ask you about types of schooling and training we haven't talked about yet.

---

2. **INTERVIEWER:** SEE INFO SHEET, ITEM 12. IS AN "OTHER TRAINING PROGRAM" FROM LAST YEAR'S INTERVIEW LISTED THERE?

YES .... (ASK Q. 3)	1	38/
NO ..... (GO TO Q. 4)	0	

IF YES TO Q. 2, ASK Q. 3:

3. A. **INTERVIEWER:** CODE BELOW EACH TYPE OF TRAINING AGENCY FROM INFO SHEET, ITEM 12.

	1st PROGRAM		2nd PROGRAM	
1) BUSINESS COLLEGE	 01	39-40/	 01	48-49/
2) A NURSE'S PROGRAM	 02		 02	
3) AN APPRENTICESHIP PROGRAM	 03		 03	
4) A VOCATIONAL OR TECHNICAL INSTITUTE	 04		 04	
5) BARBER OR BEAUTY SCHOOL	 05		 05	
6) FLIGHT SCHOOL	 06		 06	
7) A CORRESPONDENCE COURSE	 07		 07	
8) COMPANY TRAINING	 08		 08	

FOR EACH TYPE OF TRAINING AGENCY IN A, ASK B-E:

	1st PROGRAM		2nd PROGRAM	
B. Our records show that on our last interview on (DATE OF LAST INTERVIEW), you were receiving training at (TYPE OF TRAINING AGENCY). We would (also) like to ask you a few questions about that training. First, what job were you being trained for?	______________ ______________	41-43/	______________ ______________	50-52/
C. When did you finish or leave the training?	☐☐ ☐☐ Month | Year OR STILL ENROLLED (GO TO E) 0001	44-47/	☐☐ ☐☐ Month | Year OR STILL ENROLLED (GO TO E) 0001	53-56/

3. (Continued)

	1st PROGRAM		2nd PROGRAM	
D. Did you complete this training or not?				
Completed training	 1	57/	 1	60/
Did not complete training	 0		 0	
E. How many hours per week (did/do) you usually spend ...				
IF APPRENTICESHIP: in all your apprenticeship activities? IF CORRESPONDENCE COURSE: working on these materials? ALL OTHERS: in this training?				
ENTER HOURS/WEEK:	☐☐	58-59/	☐☐	61-62/

F. IF THERE IS A SECOND PROGRAM CODED IN A, ASK B-E FOR THAT PROGRAM NOW.

---

4. (Besides the training we've already talked about,) Since (DATE OF LAST INTERVIEW), have you received training from any (other) source, such as the kinds of places listed on this card? (HAND CARD Q) For example, training in a business college, nurses program, an apprenticeship program, a vocational-technical institute, or any of these other kinds of sources?

Yes 1 63/

No ...... (SKIP TO SECTION 11) 0

---

5. Did you receive training from any of these sources for one month or more?

Yes 1 64/

No ...... (SKIP TO SECTION 11) 0

BEGIN DECK 24

6. Now I would like to ask you some questions about each kind of training in which you were enrolled for at least a month since (DATE OF LAST INTERVIEW). Let's begin with the first program in which you were enrolled since (DATE OF LAST INTERVIEW).

	1st PROGRAM	2nd PROGRAM	3rd PROGRAM
a. What job were you being trained for?	________ 10-12/	________ 27-29/	________ 44-46/
b. HAND CARD Q. Which category on this card best describes where you received this training?			
1) Business college	.... 01 13-14/	.... 01 30-31/	.... 01 47-48/
2) A nurses program	 02	 02	 02
3) An apprenticeship program	 03	 03	 03
4) A vocational or technical institute	 04	 04	 04
5) Barber or beauty school	 05	 05	 05
6) Flight school	 06	 06	 06
7) A correspondence course	 07	 07	 07
8) Company training	 08	 08	 08
9) Other (SPECIFY)	.... 09 ________ ________	.... 09 ________ ________	.... 09 ________ ________
c. When did you start the training?	☐☐ Month | ☐☐ Year 15-18/	☐☐ Month | ☐☐ Year 32-35/	☐☐ Month | ☐☐ Year 49-52/
d. When did you finish or leave the training?	☐☐ Month | ☐☐ Year 19-22/ OR STILL ENROLLED (GO TO F) 0001	☐☐ Month | ☐☐ Year 36-39/ OR STILL ENROLLED (GO TO F) 0001	☐☐ Month | ☐☐ Year 53-56/ OR STILL ENROLLED (GO TO F) 0001
e. Did you complete this training or not?			
Completed training	.... 1 23/	.... 1 40/	.... 1 57/
Did not complete training	 0	 0	 0
f. How many hours per week (did/do) you usually spend . . . IF APPRENTICESHIP: in all your apprenticeship activities? IF CORRESPONDENCE COURSE: working on these materials? ALL OTHERS: in this training?			
ENTER HOURS/WEEK:	☐☐ 24-25/	☐☐ 41-42/	☐☐ 58-59/
g. HAND CARD Q. Since (DATE OF LAST INTERVIEW), have you received for at least one month any other kind of training from one of these sources?	Yes . (GO BACK TO a ABOVE)..1 26/ No . (GO TO SECTION 11)..0	Yes . (GO BACK TO a ABOVE)..1 43/ No . (GO TO SECTION 11).. 0	Yes . (GO TO SECTION 11) ..1 60/ No . (GO TO SECTION 11) ..0

BEGIN DECK 25

10-13/R

SECTION 11: ON HEALTH

1. **INTERVIEWER:** IS THERE AN ENTRY IN Q. 13A, SECTION 6, PAGE 6-9? (DID R HAVE A JOB LAST WEEK?) OR WAS R ON ACTIVE DUTY IN THE ACTIVE FORCES LAST WEEK? (SEE ROW A ON CALENDAR.)

YES ....(GO TO Q. 2)...... 1 14/
NO ....(ASK A)......... 0

A. **IF NO:** Would your health keep you from working on a job for pay now?

Yes ....(GO TO Q. 4)...... 1 15/
No 0

---

2. A. (Are you/Would you be) limited in the kind of work you (could) do on a job for pay because of your health?

Yes 1 16/
No 0

B. (Are you/Would you be) limited in the amount of work you (could) do because of your health?

Yes 1 17/
No 0

---

3. **INTERVIEWER:** SEE QS. 2A & B. IS ANY "YES" ANSWER CODED IN THESE QUESTIONS?

YES 1 18/
NO .....(SKIP TO Q. 16)...... 0

---

4. Since what month and year have you had this limitation?

ENTER MONTH ☐☐ 19-20/

AND

YEAR 19 ☐☐ 21-22/

OR

IF VOLUNTEERED: All my life 0000

OFFICE USE ONLY: ☐☐☐☐ 23-26/

5. **INTERVIEWER:** ARE ANY HEALTH LIMITATIONS LISTED AT ITEM 13 ON INFO SHEET?

YES ....(ASK A)......... 1 27/
NO ....(SKIP TO Q. 8)..... 0

A. **IF YES:** Last year when we interviewed you, you said you were limited in the work you could do because of (READ CONDITION(S) FROM INFO SHEET, ITEM 13). Are you still limited in the amount or kind of work you (could) do for pay because of (this/these) condition(s)?

Yes 1 28/
No ....(SKIP TO Q. 8)..... 0

---

6. A. Does any other health condition cause you to be limited in the amount or kind of work you (could) do at the present time?

Yes ....(ASK B)......... 1 29/
No (ENTER CONDITION FROM INFO SHEET, ITEM 13, AND SKIP TO Q. 16) 0 30-80/
BEGIN DECK 26

____

B. **IF YES:** What other condition causes you to be limited in work? RECORD VERBATIM. PROBE: What other condition?

______________________________ 10-13/
______________________________ 14-17/
______________________________ 18-21/

C. Which health condition would you say is the main cause of your limitation in work? RECORD VERBATIM.

______________________________ 22-25/
______________________________ 26-29/
______________________________ 30-80/

BEGIN DECK 27

7. **INTERVIEWER:** IS MAIN CONDITION (ONE OF) THE SAME HEALTH PROBLEM(S) R HAD LAST YEAR?

YES .....(SKIP TO Q. 16)..... 1 10/
NO ......(SKIP TO Q. 10)..... 0

8. What health condition causes you to be limited in the amount or kind of work you (could) do at the present time? PROBE: What other condition causes you to be limited in work? RECORD VERBATIM.

____ 11-14/

____ 15-18/

____ 19-22/

IF MORE THAN ONE CONDITION IN Q. 8, ASK Q. 9. OTHERWISE, SKIP TO Q. 10

9. Which of these health conditions would you say is the main cause of your limitation in work? RECORD VERBATIM.

____ 23-26/

____ 27-30/

31-80/

ASK QS. 10-17 ABOUT THE ONE (MAIN) CONDITION R HAS:
(IF "ALL MY LIFE" IN Q. 4, CIRCLE CODE 0000 WITHOUT ASKING.)

BEGIN DECK 28

10. And since what month and year have you had this condition?

ENTER MONTH ☐☐ 10-11/

AND

YEAR 19 ☐☐ 12-13/

OR

IF VOLUNTEERED: All my life 0000

---

11. A. Did you ever see or talk to a doctor or other medical person about your (CONDITION)?

Yes 1 14/
No 0

B. INTERVIEWER: IS R'S HEALTH CONDITION A "NORMAL PREGNANCY"?

YES ......(SKIP TO Q. 16).... 1 15/
NO 0

IF NO IN Q. 11A, TRANSCRIBE (MAIN) CONDITION TO Q. 12A. OTHERWISE, ASK Q. 12A.

12. A. What did the doctor or other medical person say it was--did he give it a medical name? RECORD VERBATIM.

____ 16-19/

____ 20-23/

B. What was the cause of (CONDITION)? RECORD VERBATIM.

____ 24-28/

29-33/

C. INTERVIEWER: IS R'S CONDITION CAUSED BY AN ACCIDENT OR INJURY?

YES ......(SKIP TO Q. 14).... 1 34/
NO 0

13. When did you first notice the (CONDITION)?

ENTER MONTH ☐☐ 35-36/

AND

YEAR 19 ☐☐ 37-38/

OR

IF VOLUNTEERED: Since birth 0000

OR

IF VOLUNTEERED: Discovered by a doctor or other medical person .(ASK A). 0002

A. IF CODE 0002: When was it discovered?

ENTER MONTH ☐☐ 39-40/

AND

YEAR 19 ☐☐ 41-42/

OR

IF VOLUNTEERED: At birth 0000

SKIP TO Q. 16

ASK QS. 14-15 IF ACCIDENT OR INJURY. OTHERWISE, SKIP TO Q. 16.

14. When did the accident or injury happen?

ENTER MONTH ☐☐ 43-44/

AND

YEAR 19 ☐☐ 45-46/

OR

IF VOLUNTEERED: At birth 0000

15. At the time of the accident, what part of the body was hurt? RECORD IN A.

What kind of injury was it? RECORD IN B.

PROBE: What other part of the body was hurt?

A. PART(S) OF BODY	B. KIND OF INJURY
______________	______________________
	______________________
______________	______________________
	______________________
______________	______________________
	______________________

---

16. How tall are you?

☐ FEET ☐☐ INCHES 47-49/

---

17. And how much do you weigh?

☐☐☐ POUNDS 50-52/

BEGIN DECK 29

SECTION 12: ON ASSETS AND INCOME

INTERVIEWER,

1. IS R AGE 18 OR OLDER? (SEE SECTION 1, Q. 1B)

YES ... (SKIP TO Q. 6) 1 10/
NO 0

---

2. HAS R EVER BEEN MARRIED? (SEE INFO SHEET, ITEM 2, AND SECTION 2, Q. 1)

YES ... (SKIP TO Q. 6) 1 11/
NO 0

---

3. HAS R EVER HAD A CHILD? (SEE INFO SHEET, ITEM 3, AND SECTION 3, Q. 1)

YES ... (SKIP TO Q. 6) 1 12/
NO 0

---

4. IS R ENROLLED IN COLLEGE? (SEE CALENDAR: GRADE IN Q. 1 IS 13 OR HIGHER)

YES ... (SKIP TO Q. 6) 1 13/
NO 0

---

5. DOES R LIVE OUTSIDE PARENTAL HOME? (HH INTERVIEW WITH VERSION B OR C)

YES 1 14/
NO (SKIP TO Q. 42, P. 12-15) 0

---

6. **INTERVIEWER:** IS R "CURRENTLY MARRIED" **AND** IS R'S SPOUSE LISTED ON THE HOUSEHOLD ENUMERATION?

YES ... (ASK Q. 7 FOR BOTH COLUMNS 1 & 2; THEN,
ASK Q. 8 FOR BOTH COLUMNS 1 & 2; THEN,
ASK Q. 9 FOR BOTH COLUMNS 1 & 2; THEN
ASK Q. 10 FOR BOTH COLUMNS 1 & 2) 1 15/
NO .... (ASK QS. 7-10 FOR COLUMN 1 ONLY) 0

7. Now I would like to ask you some questions about your income in 1980.

COLUMN 1 FOR RESPONDENT

A. During 1980, did you receive any income from service in the military?

Yes .. (ASK B) 1 16/
No .. (GO TO Q. 8) .. 0

B. IF YES: And how much total income did you receive during 1980 from the military before taxes and other deductions? Please include money received from special pays, allowances, and bonuses.

$ ☐☐☐ , ☐☐☐ .00

17-22/

COLUMN 2 FOR R'S SPOUSE

During 1980, did your (husband/wife) receive any income from service (he/she) performed in the military?

Yes .. (ASK B) 1 29/
No ... (GO TO Q. 8) . 0

IF YES: And how much total income did your (husband/wife) receive during 1980 from the military before taxes and other deductions? Please include money received from special pays, allowances, and bonuses.

$ ☐☐☐ , ☐☐☐ .00

30-35/

---

8. IF R EARNED ANY MONEY FROM THE MILITARY IN 1980, READ A. OTHERWISE, GO TO B.

A. Not counting any money you received from your military service...

B. During 1980, how much did you receive from wages, salary, commissions, or tips from all (other) jobs, before deductions for taxes or anything else?

$ ☐☐☐ , ☐☐☐ .00

23-28/

OR

NONE.............000000

8. IF SPOUSE EARNED ANY MONEY FROM THE MILITARY IN 1980, READ A. OTHERWISE, GO TO B.

A. Not counting any money your (husband/wife) received from (his/her) military service...

B. During 1980, how much did your (husband/wife) receive from wages, salary, commissions, or tips, from all (other) jobs, before deductions for taxes or anything else?

$ ☐☐☐ , ☐☐☐ .00

36-41/

OR

NONE...........000000

DON'T KNOW......999998

COLUMN 1 FOR RESPONDENT

9. During 1980, did you receive any money in income ...

A. from your own farm?

Yes 1 42/
No 0

B. from your own nonfarm business, partnership or professional practice?

Yes 1 43/
No 0

INTERVIEWER: IF A OR B IS CODED "YES," ASK C.

OTHERWISE, GO TO Q. 9, COLUMN 2 FOR R'S SPOUSE OR GO TO Q. 10.

C. IF YES TO A OR B: How much did you receive after expenses?

$ ☐☐☐ , ☐☐☐ . 00

OR 44-49/

NONE 000000

OR

DON'T KNOW 999998

COLUMN 2 FOR R'S SPOUSE

9. (In addition to the income you received from such sources), During 1980, did your (husband/wife) receive any money in income ...

A. from (his/her) own farm?

Yes 1 50/
No 0
DON'T KNOW 8

B. from (his/her) own nonfarm business, partnership, or professional practice?

Yes 1 51/
No 0
DON'T KNOW 8

INTERVIEWER: IF A OR B IS CODED "YES," ASK C. OTHERWISE, GO TO Q. 10.

C. IF YES TO A OR B: How much did (he/she) receive after expenses?

$ ☐☐☐ , ☐☐☐ . 00

OR 52-57/

NONE 000000

OR

DON'T KNOW 999998

COLUMN 1 FOR RESPONDENT

10. During 1980, did you receive any unemployment compensation?

Yes ....(ASK A-C)...... 1 58/
No .....(GO TO COLUMN 2 OR TO Q. 11)...... 0

IF YES, ASK A-C:
SHOW R CALENDAR

A. In which months of 1980 did you receive unemployment compensation?
CODE ALL THAT APPLY

		BEGIN DECK 30
JANUARY	01	10-11/
FEBRUARY	02	12-13/
MARCH.........	03	14-15/
APRIL.........	04	16-17/
MAY	05	18-19/
JUNE..........	06	20-21/
JULY..........	07	22-23/
AUGUST........	08	24-25/
SEPTEMBER.....	09	26-27/
OCTOBER.......	10	28-29/
NOVEMBER......	11	30-31/
DECEMBER......	12	32-33/

B. During how many weeks in 1980 did you receive unemployment compensation?

WEEKS: ☐☐ 34-35/

C. How much did you receive per week on the average?

$ ☐,☐☐☐.00

36-39/

IF R HAS A SPOUSE, GO TO Q. 10 FOR COLUMN 2. OTHERWISE, GO TO Q. 11.

COLUMN 2 FOR R'S SPOUSE

During 1980, did your (husband/wife) receive any unemployment compensation?

Yes ....(ASK A-C)...... 1 40/
No .....(GO TO Q. 11).. 0
DON'T KNOW.(GO TO Q.11) 8

IF YES, ASK A-C:
SHOW R CALENDAR

A. In which months of 1980 did your (husband/wife) receive unemployment compensation?
CODE ALL THAT APPLY

JANUARY	01	41-42/
FEBRUARY......	02	43-44/
MARCH.........	03	45-46/
APRIL.........	04	47-48/
MAY	05	49-50/
JUNE..........	06	51-52/
JULY..........	07	53-54/
AUGUST........	08	55-56/
SEPTEMBER.....	09	57-58/
OCTOBER.......	10	59-60/
NOVEMBER......	11	61-62/
DECEMBER......	12	63-64/
OR DON'T KNOW.	98	65-66/

B. During how many weeks in 1980 did your (husband/wife) receive unemployment compensation?

WEEKS: ☐☐ 67-68/

OR

DON'T KNOW ... 98

C. How much did (he/she) receive per week on the average?

$ ☐,☐☐☐.00

OR 69-72/

DON'T KNOW ... 9998

11. **INTERVIEWER**: HAS RESPONDENT EVER HAD A CHILD?

YES ....(ASK A)...............	1	10/
NO..........(GO TO Q. 12)	0	

A. **IF YES**: During 1980, did you receive any money from someone living outside this household for alimony or child support?

Yes ....(ASK B)...............	1	11/
No ....(GO TO Q. 12)	0	

B. **IF YES TO A**: How much did you receive in 1980 for alimony or child support?

$ ☐☐ , ☐☐☐ .00 12-16/

OR

DON'T KNOW................99998

---

12. **INTERVIEWER**: IF ANYONE OTHER THAN R'S SPOUSE AND CHILDREN IS LISTED IN HOUSEHOLD ENUMERATION, READ A BELOW. OTHERWISE, GO TO B.

A. For these next few questions, we are interested in different kinds of payments that might have been made directly to you [or your (husband/wife)]. For these questions, please do not include any payments that were made to your parents or to other members of your family, even if the payments were used to help pay for your support.

B. During 1980, did you [or your (husband/wife)] receive any payments from Aid to Families with Dependent Children--AFDC?

Yes....(ASK C & D)..................	1	17/
No.......(GO TO Q. 13)...............	0	

IF YES, ASK C & D:

C. In which months of 1980 did you [or your (husband/wife)] receive AFDC payments? CODE ALL THAT APPLY.

JANUARY.....................	01	18-19/
FEBRUARY	02	20-21/
MARCH.......................	03	22-23/
APRIL.......................	04	24-25/
MAY.........................	05	26-27/
JUNE........................	06	28-29/
JULY........................	07	30-31/
AUGUST......................	08	32-33/
SEPTEMBER...................	09	34-35/
OCTOBER.....................	10	36-37/
NOVEMBER....................	11	38-39/
DECEMBER....................	12	40-41/

D. During 1980, how much did you [or your (husband/wife)] receive per month on the average from AFDC?

$ ☐ , ☐☐☐ .00 42-45/

OR

DON'T KNOW..............9998

13. During 1980, did you [or your (husband/wife)] receive any food stamps under the government's Food Stamp Plan?

Yes ....(ASK A & B).. 1 46/

No ....(GO TO Q. 14). 0

IF YES, ASK A & B:

A. In which months of 1980 did you [or your (husband/wife)] receive food stamps? CODE ALL THAT APPLY.

JANUARY..................	01	47-48/
FEBRUARY.................	02	49-50/
MARCH....................	03	51-52/
APRIL....................	04	53-54/
MAY......................	05	55-56/
JUNE.....................	06	57-58/
JULY.....................	07	59-60/
AUGUST...................	08	61-62/
SEPTEMBER................	09	63-64/
OCTOBER..................	10	65-66/
NOVEMBER.................	11	67-68/
DECEMBER.................	12	69-70/

B. How many dollars worth of food stamps did you [or your (husband/wife)] receive during (MOST RECENT MONTH CODED IN A)?

$ ☐,☐☐☐ .00 71-74/

---

14. [Besides the (AFDC) (and) (food stamps)], During 1980, did you [or your (husband/wife)] receive any Supplemental Security Income?

Yes ......(ASK A & B).... 1 75/

No ......(GO TO Q. 15)... 0

IF YES, ASK A & B:

A. In which months of 1980 did you [or your (husband/wife)] receive Supplemental Security Income? CODE ALL THAT APPLY.

BEGIN DECK 32

JANUARY	01	10-11/
FEBRUARY.................	02	12-13/
MARCH....................	03	14-15/
APRIL....................	04	16-17/
MAY......................	05	18-19/
JUNE	06	20-21/
JULY.....................	07	22-23/
AUGUST...................	08	24-25/
SEPTEMBER................	09	26-27/
OCTOBER..................	10	28-29/
NOVEMBER.................	11	30-31/
DECEMBER.................	12	32-33/

B. And how much did you [or your (husband/wife)] receive per month, on the average, during 1980?

$☐.☐☐☐ .00 34-37/

OR

DON'T KNOW 9998

15. During 1980, did you [or your (husband/wife)]receive any public assistance or welfare payments from the local, state, or federal government . . .

IF R RECEIVED AFDC: not counting the AFDC you already told me about?

IF R RECEIVED FOOD STAMPS: (and) not counting the food stamps you already told me about?

IF R RECEIVED SUPPLEMENTAL SECURITY INCOME: (and) not counting the Supplemental Security Income you already told me about?

Yes ....(ASK A & B)...	1	38/
No ....(GO TO Q. 16)..	0	

IF YES, ASK A & B:

A. In which months of 1980 did you [or your (husband/wife)] receive these payments? CODE ALL THAT APPLY.

JANUARY	01	39-40/
FEBRUARY	02	41-42/
MARCH	03	43-44/
APRIL	04	45-46/
MAY	05	47-48/
JUNE	06	49-50/
JULY	07	51-52/
AUGUST	08	53-54/
SEPTEMBER	09	55-56/
OCTOBER	10	57-58/
NOVEMBER	11	59-60/
DECEMBER	12	61-62/

B. And how much did you [or your (husband/wife)] receive per month, on the average, during 1980?

$ ☐,☐☐☐ .00 63-66/

OR

DON'T KNOW 998

---

16. A. During 1980, did you [or your (husband/wife)] receive any educational benefits for veterans under the G.I. Bill or V.E.A.P.?

Yes	1	67/
No	0	

B. During 1980, did you [or your (husband/wife)] receive any (other kinds of) scholarships, fellowships, or grants?

Yes	1	68/
No	0	

C. INTERVIEWER: IS Q. 16A AND/OR Q. 16B ANSWERED "YES"?

YES	1	69/
NO ....(SKIP TO Q. 18)...	0	

BEGIN DECK 33

IF NOT CURRENTLY MARRIED, CIRCLE CODE "1" IN Q. 17 WITHOUT ASKING. OTHERWISE, ASK Q. 17.

17. Who received these benefits--you, your (husband/wife), or both of you?

Respondent only	(ASK A, COLUMN 1 ONLY).....	1	10/
Respondent's spouse only......	(ASK A, COLUMN 2 ONLY).....	2	
Respondent *and* spouse	(ASK A, COLUMNS 1 & 2).....	3	

COLUMN 1 FOR RESPONDENT	COLUMN 2 FOR R'S SPOUSE
A. What was the total dollar value of the assistance *you* received from these sources during 1980?	What was the total dollar value of the assistance your (husband/wife) received from these sources during 1980?
$ ☐☐ , ☐☐☐ .00	$ ☐☐ , ☐☐☐ .00
OR 11-15/	OR 16-20/
DON'T KNOW 99998	DON'T KNOW 99998

---

18. During 1980, did you [or your (husband/wife)] receive any other veterans benefits, workers compensation, or disability payments?

Yes	(ASK A)	1	21/
No	(GO TO Q. 19)	0	

A. **IF YES:** What was the total amount of these other veterans benefits, worker's compensation, or disability payments you [or your (husband/wife)] received during 1980?

$ ☐☐ , ☐☐☐ .00 22-26/

---

19. **INTERVIEWER:** DID R RECEIVE MONEY FOR ALIMONY OR CHILD SUPPORT? (SEE Q. 11A)

YES	(READ A).............	1	27/
NO	(GO TO B)	0	

A. **IF YES, READ:** Besides the alimony or child support you have already told me about . . . (CONTINUE AT B)

B. [(and) Besides the scholarship, fellowship, or grant you have already told me about,]
During 1980, . . . **INTERVIEWER:** READ C, D, OR E AS APPROPRIATE.

19. (Continued)

C. IF R LIVES IN DU: did you [or your (husband/wife)] regularly receive any money from persons living outside this household?

Yes .... (ASK F) 1 28/
No ... (GO TO Q. 20) 0

D. IF R LIVES IN A DORM, FRATERNITY, OR SORORITY: did you [or your (husband/wife)] regularly receive any money from persons living outside your home in (CITY OF PERMANENT RESIDENCE)?

Yes ...... (ASK F) 1 29/
No ... (GO TO Q. 20) 0

E. IF R LIVES IN A MILITARY BARRACK: did you regularly receive any money from any person?

Yes ..... (ASK F) 1 30/
No ... (GO TO Q. 20) 0

IF YES TO C, D, OR E, ASK F:
F. How much did you receive from this source during 1980?

$ ☐☐ , ☐☐☐ .00 31-35/
OR
DON'T KNOW 99998

HAND CARD R.
20. Aside from the things you have already told me about, during 1980, did you [or your (husband/wife)] receive any money from any other source such as the ones on this card? For example: things like interest on savings, payments from Social Security, net rental income, or any other regular or periodic sources of income.

Yes .... (ASK A) 1 36/
No .... (GO TO Q. 21) 0

A. IF YES: Altogether, how much did you [or your (husband/wife)] receive from these sources of income?

$ ☐☐ , ☐☐☐ .00 37-41/
OR
DON'T KNOW....99998

---

21. INTERVIEWER: DID YOU DO THE HOUSEHOLD ENUMERATION WITH A ...
VERSION A ...(SKIP TO Q. 32, P. 12-13) 1 42/
VERSION B ...(SKIP TO Q. 32, P. 12-13) 2
VERSION C 3

---

22. INTERVIEWER: DOES RESPONDENT LIVE WITH ANY RELATIVE OTHER THAN RESPONDENT'S SPOUSE AND CHILDREN?

YES .... (GO TO Q. 23) 1 43/
NO .... (ANSWER A) 0

IF NO, ANSWER A:
A. INTERVIEWER: DOES RESPONDENT CURRENTLY LIVE WITH ONE OTHER ADULT OF THE OPPOSITE SEX, WHO IS NOT RELATED TO THE RESPONDENT?

Yes .(SKIP TO Q. 29, P. 12 - 12) 1 44/
No . (SKIP TO Q. 32, P. 12 - 13) 0

23. The next few questions are about the income received during 1980 by the other persons who live here who are related to you--that is, (READ NAMES OF ALL PERSONS IN HOUSEHOLD OTHER THAN RESPONDENT'S SPOUSE AND CHILDREN WHO ARE RELATED TO RESPONDENT.)

During 1980, did any of these persons receive (READ CATEGORIES) AND CODE "YES" OR "NO" FOR EACH:

	Yes	No	DON'T KNOW	
A. payments from Aid to Families with Dependent Children? Please include any payments which these persons may have received to help pay for your (or your husband's/wife's) support.	1	0	8	45/
B. Supplemental Security Income, or any other public assistance or welfare from the local, state, or federal government?	1	0	8	46/
C. unemployment compensation or worker's compensation?	1	0	8	47/
D. Veterans Benefits?	1	0	8	48/

24. INTERVIEWER: IS ANY ITEM IN Q. 23 CODED YES (1)?

YES ..... (ASK Q. 25) 1 49/

NO ..... (SKIP TO Q. 26) 0

IF YES TO Q. 24, ASK Q. 25:

25. What was the total income received by (READ NAMES OF ADULTS OTHER THAN SPOUSE AND CHILDREN WHO ARE RELATED TO RESPONDENT) from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 23) during 1980 - before taxes and other deductions?

$☐☐☐ , ☐☐☐ .00 50-55/

OR

DON'T KNOW......999998

26. And did any of these persons receive in 1980 ... (READ CATEGORIES)? CODE "YES" OR "NO" FOR EACH.

	Yes	No	Don't know	
A. income from a full or part-time job?	1	0	8	56/
B. net income from their own farm?	1	0	8	57/
C. net income from their own nonfarm business, partnership or professional practice?	1	0	8	58/
D. income from Social Security or pensions?	1	0	8	59/
E. income from any other regular or periodic sources?	1	0	8	60/

27. INTERVIEWER: IS ANY ITEM IN Q. 26 CODED "YES" (1)?

YES............(ASK Q. 28)............ 1 61/
NO........(SKIP TO Q. 32)............. 0

IF YES TO Q. 27, ASK Q. 28:

28. What was the total income received by (READ NAMES OF ADULTS OTHER THAN SPOUSE AND CHILDREN WHO ARE RELATED TO RESPONDENT) from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 26) during 1980 - before taxes and other deductions?

$ ☐☐☐ , ☐☐☐ .00 62-67/

OR

DON'T KNOW.....999998

NOW SKIP TO Q. 32 , P. 12 - 13

BEGIN DECK 34

29. During 1980, did (READ NAME OF THE ONE PERSON OF THE OPPOSITE SEX ON HH ENUMERATION) receive (READ CATEGORIES) AND CODE "YES" OR "NO" FOR EACH:

	Yes	No	DON'T KNOW	
A. income from a full or part-time job?	1	0	8	10/
B. net income from his/her own farm?	1	0	8	11/
C. net income from his/her own nonfarm business, partnership or professional practice?	1	0	8	12/
D. payments from Aid to Families with Dependent Children?	1	0	8	13/
E. Supplemental Security Income, or any other public assistance or welfare from the local, state, or federal government?	1	0	8	14/
F. unemployment compensation or worker's compensation?	1	0	8	15/
G. income from Social Security or pensions?	1	0	8	16/
H. income from any other regular or periodic sources?	1	0	8	17/

30. INTERVIEWER: IS ANY ITEM IN Q. 29 CODED "YES" ('1')?

Yes........(ASK Q. 31)................	1	18/
No.......(SKIP TO Q. 32)..............	0	

IF YES TO Q. 30, ASK Q. 31:

31. Counting the income from all of these sources--that is, (READ ALL SOURCES CODED "YES" ABOVE IN Q. 29), what was the total income received by (READ NAME) during 1980--before taxes and other deductions?

$ ☐☐☐ , ☐☐☐ .00 19-24/

OR

DON'T KNOW.....999998

32. During 1980, did anyone [other than your (husband/wife)] pay at least half of your living expenses?

Yes............................ 1 25/
No ......(GO TO Q. 33).......... 0

A. **INTERVIEWER**: IS R LIVING IN A MILITARY BARRACK?

YES .....(GO TO C).............. 1 26/
NO 0

B. Does this person live (here in this household/in your home at [CITY OF PERMANENT RESIDENCE])?

Yes......(GO TO Q. 33).......... 1 27/
No 0

C. What is that person's relationship to you?

RELATIONSHIP TO RESPONDENT: ____________________ ☐☐ OFFICE USE 28-29/

D. During 1980, what was the total income of (SOURCE OF SUPPORT) and all family members living with (him/her) before taxes or other deductions?

$ ☐☐☐, ☐☐☐ .00 30-35/
OR
DON'T KNOW 999998

---

33. Do you [or your (husband/wife)] pay at least half of the living expenses of any person, not counting (yourself/yourselves)?

Yes .... (ASK A) 1 36/
No .. (SKIP TO Q. 39) 0

A. IF YES: Not counting (yourself/yourselves), how many persons are dependent upon you [or your (husband/wife)] for at least one-half of their support?

NUMBER OF DEPENDENTS: ☐☐ 37-38/

---

34. **INTERVIEWER**: DID YOU DO A HOUSEHOLD ENUMERATION WITH A

VERSION B 1 39/
VERSION A OR C....(SKIP TO Q. 37)...... 0

35. INTERVIEWER: IS R LIVING IN A MILITARY BARRACK?

YES ...(ANSWER A)...................... 1 40/
NO ....(GO TO Q. 36)............... 0

A. IF YES: INTERVIEWER: IS R CURRENTLY MARRIED?

YES 1 41/
NO (SKIP TO Q. 38)..................... 0

---

36. Do any of these dependents live somewhere other than at your home in (CITY OF PERMANENT RESIDENCE)?

Yes...... .....(SKIP TO Q. 38)........ 1 42/
No ....(SKIP TO Q. 39)........ 0

---

37. Do any of these dependents live somewhere other than here at home with you?

Yes 1 43/
No ....(SKIP TO Q. 39)....... 0

---

38. These dependents (who live away from your home)--what is their relationship to you? ENTER SPECIFIC RELATIONSHIP (e.g., SON, NEPHEW, DAUGHTER-IN-LAW) OR "NOT RELATED."

RELATIONSHIP	OFFICE USE	
______________________	☐☐	44-45/
______________________	☐☐	46-47/
______________________	☐☐	48-49/

HAND CARD S.

39. Do you [or your (husband/wife)] have any money set aside for savings--such as money you keep in a safe place at home, or in a savings or checking account, or U.S. Savings Bonds, or any other money set aside for savings?

Yes..................... 1 50/
No 0

---

40. Do you (or your husband/wife) personally own, or are you making payments on any cars, vans or trucks?

Yes..................... 1 51/
No 0

IF R LIVES IN A HOUSE OR APARTMENT, ASK Q. 41; OTHERWISE, SKIP TO SECTION 13

41. Is this (house/apartment) owned or being bought in your name [or in your (husband's/wife's) name]?

Yes .. (SKIP TO SECTION 13) 1 52/
No........(SKIP TO Q. 46)..... 0

IF "NO" TO QS. 1-5, ASK Q. 42:

42. Now I would like to ask you a few questions about your income in 1980.

During 1980, how much did you receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?

$ ☐☐☐ , ☐☐☐ .00 53-58/

OR

NONE 000000

---

43. During 1980, did you receive unemployment compensation?

Yes......(ASK A)........................ 1 59/
No............(GO TO Q. 44)........... 0

A. IF YES: What was the total amount you received from unemployment compensation during 1980?

$ ☐☐☐ , ☐☐☐ .00 60-65/

OR

DON'T KNOW...........999998

---

44. And, during 1980, did you receive:

	Yes	No	
A. Income from working on your own business or farm?	1	0	66/
B. Interest on savings or any other income you received regularly or periodically? Do not count allowances from your parents.	1	0	67/

---

45. INTERVIEWER: IS ANY ITEM CODED "YES" IN Q. 44?

YES......(ASK A)........................ 1 68/
NO ....(GO TO Q. 46)............... 0

A. IF YES: How much income did you receive during 1980 from (READ ALL SOURCES CODED "YES" ABOVE IN Q. 44)?

$ ☐☐☐ , ☐☐☐ .00 69-74/

OR

DON'T KNOW....999998

46. A. During any part of 1980, did you live in public housing?

Yes 1 75/
No 0

B. During any part of 1980, did you (IF R LIVES WITH RELATIVES: and your family) receive a rent subsidy or pay a lower rent because the federal, state or local government was paying a part of the cost?

Yes.. 1 76/
No 0

BEGIN DECK 35

10-12/R

SECTION 13: TIME SPENT WORKING

One thing we'd like to be able to do is to get some idea of how you spent your time within the last 7 days. What we'd like to know is approximately how many hours you were at work, at school, or in other kinds of training for each of the last 7 days. First, we'd like to ask you about time you spent working. POINT OUT THE LAST 7 DAYS ON A CALENDAR.

1. **INTERVIEWER:** IS AN EMPLOYER NAME LISTED IN SECTION 6, Q. 13A OR IS R CURRENTLY ON ACTIVE DUTY IN THE ACTIVE FORCES (SECTION 5, Q. 109 CODED 'YES')?

YES .... (SKIP TO Q. 2B) 1 13/
NO .... (ASK A) 0

A. **IF NO:** First, in the last 7 days, did you spend any hours in a company training or apprenticeship program?

Yes .... (ASK B) 1 14/
No .... (GO TO Q. 2A) 0

B. In the last 7 days, how many hours did you spend in this program?

ENTER # OF HOURS ☐☐ 15-16/
AND
MINUTES ☐☐ 17-18/

---

2. A. Did you do any work for pay in the last 7 days--that is, from (READ DAY) through yesterday?

Yes ...... (SKIP TO Q. 15) 1 19/
No ..... (SKIP TO SECTION 14) ... 0

B. Did you do any work for pay (for EMPLOYER NAME IN SECTION 6, Q. 13A/ in the military) in the last 7 days--that is, from (READ DAY) to yesterday?

Yes .... (ASK Q. 3) 1 20/
No ..... (ENTER '0000' IN THE TOTAL BOX AT Q. 3 AND SKIP TO Q. 14) 0

3. Now please tell me, for each of the last 7 days, the total number of hours you spent working for pay on this job. Please do not include time for meals or breaks for which you did not receive pay, but please do include time spent working on this job (at home/in your dorm/in your barracks), at your place of employment, or anywhere else.

A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend working on your job (with EMPLOYER NAME IN SECTION 6, Q. 13A/ in the military) yesterday? ENTER NUMBER OF HOURS IN THE UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT WORK ANY HOURS, ENTER 0000 IN THE APPROPRIATE BOX.

B. Now let's go to (DAY, DATE). How many hours were you working on this job that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R WORKED NO HOURS, ENTER 0000 IN THE BOX FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.

IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

NUMBER OF HOURS AT CPS/MILITARY JOB

	HOURS	MINS		
Saturday ..				
Friday				21-24/
Thursday ..				25-28/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE	
Tuesday ...				29-32/
Monday				33-36/
Sunday				
Saturday ..				37-40/
Friday				
Thursday ..				41-44/
Wednesday ..				45-48/
Tuesday ...				
Monday				
TOTAL				49-52/

---

4. Then that makes a total of (READ TOTAL FROM TOTAL BOX) hours you say you spent working at this job in the last seven days. Now I would like to ask you a few questions about activities occurring at work. We'd like to know how your time gets divided up while you are on this job between such activities as reading or writing, working with your hands, and dealing with people. We realize, of course, that you can be doing two or even all three of these at the same time.

---

5. First--reading or writing. Here we should like to include any type of written materials--letters, files, memos, books, or blueprints. In the last 7 days, about how many hours did you spend reading, writing, dictating, or dealing with any kind of written material on your job (for EMPLOYER NAME IN SECTION 6, Q. 13A/in the military)?

ENTER # OF HOURS ☐☐ 53-54/
AND
MINUTES ☐☐ 55-56/

6. Second--working with your hands, using tools, using or repairing machines. We should like to include everything that involves working with your hands--operating a lathe or a dentist's drill, moving furniture, playing the piano. In the last 7 days, about how many hours did you spend working with your hands on this job?

ENTER # OF HOURS ☐☐ 57-58/
AND
MINUTES ☐☐ 59-60/

7. Third--dealing with people. Here we do not mean to include passing the time of day but only conversations necessary for the job: for example, talking to your boss, teaching, supervising, selling, advising clients. In the last 7 days, about how many hours did your job require you to spend dealing with people?

ENTER # OF HOURS ☐☐ 61-62/
AND
MINUTES ☐☐ 63-64/

8. Would you say that generally the way you spend time on your job is pretty much the same every day you work or that it changes quite a bit from day to day?

Pretty much the same 1 65/
Changes quite a bit 2

9. In the last 7 days, have you participated in an apprenticeship or an organized on-the-job training program?

Yes .... (ASK A & B) 1 66/
No .... (GO TO Q. 10) 0

IF YES, ASK A&B:

A. In the last 7 days, how many hours did you spend in this training for which you were paid?

ENTER # OF HOURS ☐☐ 67-68/
AND
MINUTES ☐☐ 69-70/

B. In the last 7 days, how many hours did you spend in this training for which you were not paid?

ENTER # OF HOURS ☐☐ 71-72/
AND
MINUTES ☐☐ 73-74/

BEGIN DECK 36

10. We are also interested in how people get to work and how long their trips to work usually take. Thinking of the last 7 days, what means of transportation did you use to get to work? CODE ALL THAT APPLY.

OWN CAR	01	10-11/
RIDE WITH SOMEONE ELSE	02	12-13/
BUS OR STREETCAR	03	14-15/
SUBWAY OR ELEVATED	04	16-17/
RAILROAD OR COMMUTER TRAIN	05	18-19/
TAXICAB	06	20-21/
WALK	07	22-23/
BICYCLE	08	24-25/
MOTORCYCLE, MOPED	09	26-27/
OTHER (SPECIFY) ________________________________	10	28-29/

---

11. And how long did it usually take you to get from your home to work?

ENTER # OF MINUTES ☐☐☐ 30-32/

---

12. About how many miles is it from where you live to your job?

ENTER # OF MILES ☐☐☐ 33-35/

---

13. In thinking of the last 7 days, how did you usually feel when you were finished with a day's work? Were you usually very tired, somewhat tired, or not very tired?

Very tired	1	36/
Somewhat tired	2	
Not very tired	3	

---

14. (Besides the job we just talked about,) did you do any other work for pay within the last 7 days?

Yes	1	37/
No .... (SKIP TO SECTION 14)	0	

---

15. For how many (other) employers did you work for pay in the last 7 days?

ENTER # OF EMPLOYERS ☐☐ 38-39/

16. Now please tell me, for each of the last 7 days, the total number of hours you spent working on (this/these) job(s). [Do not include the (READ TOTAL FROM Q. 3) hours spent on your other job.] Please do not include time for meals or coffee breaks for which you did not receive pay, but please do include time spent working on (this/these) job(s) (at home/in your dorm/ in your barracks), at your place of employment, or anywhere else.

A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend working on (this/these) job(s) yesterday? ENTER NUMBER OF HOURS IN THE UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT WORK ANY HOURS, ENTER 0000 IN THE APPROPRIATE BOX.

B. Now let's go to (DAY, DATE). How many hours were you working on (this/ these) job(s) that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R WORKED NO HOURS, ENTER 0000 IN THE BOX FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 17.

IF NO, RE-ASK Q. 16B FOR PREVIOUS DAY.

	NUMBER OF HOURS AT OTHER JOBS			
	HOURS	MINS		
Saturday ..				40-43/
Friday				
Thursday ..				44-47/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE	48-51/
Tuesday ...				
Monday				52-55/
Sunday				
Saturday ..				56-59/
Friday				60-63/
Thursday ..				
Wednesday .				64-67/
Tuesday ...				
Monday				
TOTAL				68-71/

---

17. A. INTERVIEWER: IS THE NUMBER OF EMPLOYERS IN Q. 15 GREATER THAN 1?

Yes .... (ASK B) 1 72/
No .... (ASK C) 0

B. Of these (READ NUMBER FROM Q. 15) (other) employers, for whom did you work the most hours?

____
(EMPLOYER NAME)

GO TO Q. 18

C. For whom did you work on this job?

____
(EMPLOYER NAME)

---

18. Some jobs are odd jobs--that is, work done from time to time, like occasional lawnmowing or babysitting. Others are regular jobs--that is, jobs done on a more or less regular basis. Was this work for (EMPLOYER NAME IN 17B OR 17C ABOVE) done on a more or less regular basis or was it an odd job?

Regular job 1 73/
Odd job 2

BEGIN DECK 37

10-13/

SECTION 14

TIME SPENT IN REGULAR SCHOOL

1. INTERVIEWER: IS R ENROLLED IN REGULAR SCHOOL? ("Yes" CODED IN Q. 1 ON JOBS CALENDAR?)

YES 1 14/

NO .... (SKIP TO SECTION 15) 0

---

2. Next, we'd like to ask you about school. Were you at your (junior high/high school/college/GRADUATE PROGRAM) any time within the last 7 days--that is, any time from last (READ FIRST DAY OF 7 DAY PERIOD) to yesterday? Please consider any time spent at school doing anything except working on a job for pay.

Yes 1 15/

No ... (ENTER '0000' IN TOTAL BOX AT Q. 3 AND SKIP TO Q. 5) 0

---

3. Please tell me, for each of the last 7 days, the total number of hours you spent at school. In addition to time spent attending classes, please include all other time you spent at school doing anything except working on a job for pay. For example, include time spent at school before or after classes, time attending or participating in sports events, clubs, or meetings, time at the school library, and time just hanging around at school. [Do not include any time you spent in your (dormitory/fraternity/sorority).]

A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend at school yesterday, not counting any time spent working for pay [or in your (dormitory/fraternity/sorority)]? ENTER NUMBER OF HOURS IN THE UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT SPEND ANY HOURS AT SCHOOL, ENTER 0000 IN THE APPROPRIATE BOX.

B. Now let's go to (DAY, DATE). How many hours were you at school that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R SPENT NO HOURS AT SCHOOL, ENTER 0000 IN THE BOX FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.

IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

NUMBER OF HOURS AT REGULAR SCHOOL

	HOURS	MINS		
Saturday ..				
Friday				16-19/
Thursday ..				20-23/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE	
Tuesday ...				24-27/
Monday				
Sunday				28-31/
Saturday ..				32-35/
Friday				
Thursday ..				36-39/
Wednesday .				
Tuesday ...				40-43/
Monday				
TOTAL				44-47/

4. That makes (READ TOTAL FROM TOTAL BOX IN Q. 3) hours you spent at school in the last 7 days. Is this typical of the amount of time you spend there in an average week during the school year?

Yes .... (SKIP TO Q. 6) 1 48/
No .... (GO TO Q. 5) 0

---

5. About how many hours do you usually spend there in a typical school week?

ENTER # OF HOURS ☐☐ 49-50/
AND
MINUTES ☐☐ 51-52/

---

6. INTERVIEWER: DID R SPEND ANY TIME AT A REGULAR SCHOOL IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

YES 1 53/
NO .... (SKIP TO Q. 12) 0

---

7. Now, I'd like to ask you about the things you did at school. Specifically, we would like to know about how much time you spent attending classes, how much time you spent studying at school, and how much time you spent at clubs or meetings.

A. INTERVIEWER: IS R ENROLLED IN COLLEGE (GRADE 13 OR HIGHER)? (SEE JOBS CALENDAR, Q. 1.)

YES ...... (SKIP TO Q. 10) 1 54/
NO 0

---

8. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at school. About how many of these hours were you actually attending classes?

ENTER # OF HOURS ☐☐ 55-56/
AND
MINUTES ☐☐ 57-58/

59/R

9. Not including the time you spent in classes about how many of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying at school or working on independent studies or class projects?

ENTER # OF HOURS ☐☐ 60-61/

AND

MINUTES ☐☐ 62-63/

NOW SKIP TO Q. 12

ASK QS. 10-11 IF R IS IN COLLEGE (GRADE 13 OR HIGHER):

10. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at school. About how many of these hours were you actually attending classes or labs?

ENTER # OF HOURS ☐☐ 64-65/

AND

MINUTES ☐☐ 66-67/

---

11. Not including the time you spent in classes, about how many of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying or working on class projects on campus? [Please do not include time you spent studying in your (dormitory/fraternity/sorority).]

ENTER # OF HOURS ☐☐ 68-69/

AND

MINUTES ☐☐ 70-71/

12. (You've already told me about the time you spent studying at school.) Now I'd like to ask you a few questions about the amount of time you spent studying or doing (other) school work away from school. How many (additional) hours would you say you spent studying for all of your classes or courses in the last 7 days? [Please do include time spent studying in your (dormitory/fraternity/sorority).]

ENTER # OF HOURS	☐☐	10-11/
AND		
MINUTES	☐☐	12-13/

---

13. In thinking about the total amount of time you spent studying in the last 7 days, whether at school or somewhere else, would you say you spent more time studying this week than you usually do, somewhat less time studying this week, or was it about the same as usual?

Somewhat more	1	14/
Somewhat less	2	
About the same	3	
Don't know	8	

---

14. INTERVIEWER: DID R SPEND ANY TIME AT SCHOOL IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

YES	1	15/
NO ..... (SKIP TO SECTION 15) ...	0	

---

15. We are also interested in how people get to school and how long their trip to school usually takes. Thinking of the last 7 days, what means of transportation did you use to get to school? CODE ALL THAT APPLY.

LIVES ON SCHOOL GROUNDS, CAMPUS .... (SKIP TO SECTION 15)	00	16-17/
OWN CAR	01	18-19/
RIDE WITH SOMEONE ELSE	02	20-21/
PUBLIC BUS OR STREETCAR	03	22-23/
SUBWAY OR ELEVATED	04	24-25/
RAILROAD OR COMMUTER TRAIN	05	26-27/
TAXICAB	06	28-29/
WALK	07	30-31/
BICYCLE	08	32-33/
MOTORCYCLE, MOPED	09	34-35/
SCHOOL BUS	10	36-37/
OTHER (SPECIFY) ______________________	11	38-39/

16. And how long did it usually take you to get from your home to school?

ENTER # OF HOURS ☐☐ 40-41/

AND

MINUTES ☐☐ 42-43/

---

17. And about how many miles is it from where you live to your school?

ENTER # OF MILES ☐☐ 44-45/

46-49/R

SECTION 15

TIME SPENT IN GOVERNMENT TRAINING

1. INTERVIEWER: HAS R BEEN ENROLLED IN A GOVERNMENT TRAINING PROGRAM WITHIN THE LAST 7 DAYS? (SEE SECTION 9: Q. 11 CODED "YES" OR DATE IN Q. 12 IS WITHIN THE LAST 7 DAYS.)

YES 1 50/

NO .... (SKIP TO SECTION 16) 0

2. Were you at your government training program at any time in the last 7 days--that is, from (READ DAY) to yesterday? Please consider any time spent at your program doing anything except working on a job for pay.

Yes 1 51/

No ... (ENTER '0000' IN TOTAL BOX AT Q. 3
AND SKIP TO Q. 5) 0

3. Please tell me, for the last 7 days, the total number of hours you spent at your government training program. In addition to time spent attending classes, please include all other time you spent there doing anything except working on a job for pay. For example, include time spent at your government training program before or after classes, time attending or participating in school activities or meetings, or time just hanging around. (Do not include any time you spent in your dormitory.)

A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend at your government training program yesterday, not counting any time spent working for pay? ENTER NUMBER OF HOURS IN UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT SPEND ANY HOURS AT GOVERNMENT TRAINING PROGRAM, ENTER 0000 IN THE APPROPRIATE BOX.

B. Now let's go to (DAY, DATE). How many hours were you at your government training program that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R SPENT NO HOURS AT GOVERNMENT TRAINING PROGRAM, ENTER 0000 IN THE BOX FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.

IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

NUMBER OF HOURS AT TRAINING PROGRAM

	HOURS	MINS		
Saturday ..				52-55/
Friday				
Thursday ..				56-59/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE	
Tuesday ...				60-63/
Monday				64-67/
Sunday				
Saturday ..				68-71/
Friday				
Thursday ..				72-75/
Wednesday .				76-79/
Tuesday ...				
Monday				BEGIN DECK 39
TOTAL				10-13/

4. That makes (READ TOTAL FROM TOTAL BOX IN Q. 3) hours you spent at your government training program in the last 7 days. Is this typical of the amount of time you spend there in an average week?

Yes .... (SKIP TO Q. 6) 1 14/
No 0

---

5. About how many hours do you usually spend there in a typical week?

ENTER # OF HOURS ☐☐ 15-16/
AND
MINUTES ☐☐ 17-18/

---

6. INTERVIEWER: DID R SPEND ANY TIME AT A GOVERNMENT TRAINING PROGRAM IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 GREATER THAN '0000')?

YES 1 19/
NO .... (SKIP TO Q. 10) 0

IF R SPENT ANY TIME AT GOVERNMENT TRAINING PROGRAM LAST WEEK, ASK Q. 7:

7. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at your government training program. About how many of these hours were you actually attending classes?

ENTER # OF HOURS ☐☐ 20-21/
AND
MINUTES ☐☐ 22-23/

---

8. INTERVIEWER: IS ALL OF R'S TIME AT TRAINING PROGRAM ACCOUNTED FOR BY CLASS TIME? (THAT IS, DO THE HOURS IN Q. 7 EQUAL HOURS IN TOTAL BOX IN Q. 3)

YES ...... (SKIP TO Q. 10) 1 24/
NO 0

---

9. Not including the time you spent in class, about how many of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying or working on class assignments? (Please do not include time you spent studying in your dormitory.)

ENTER # OF HOURS ☐☐ 25-26/
AND
MINUTES ☐☐ 27-28/

10. (You've already told me about the time you spent studying at your government training program.) Now I'd like to ask you a few questions about the amount of time you spent studying or doing other work for this program anywhere else. How many (additional) hours would you say you spent studying for all of your classes or courses in the last 7 days? (Please do include time spent studying in your dormitory.)

ENTER # OF HOURS	☐☐	29-30/
AND		
MINUTES	☐☐	31-32/

---

11. In thinking about the total amount of time you spent studying in the last 7 days, whether at your government training program or somewhere else, would you say you spent more time studying this week than you usually do, somewhat less time studying this week, or was it about the same as usual?

Somewhat more	1	33/
Somewhat less	2	
About the same	3	
Don't know	8	

---

12. INTERVIEWER: DID R SPEND ANY TIME AT A TRAINING PROGRAM IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

YES	1	34/
NO ..... (SKIP TO SECTION 16) ...	0	

---

13. We are also interested in how people get to their government training programs and how long their trips usually take. Thinking of the last 7 days, what means of transportation did you use to get to your government training program? RECORD VERBATIM AND CODE ALL THAT APPLY.

LIVES ON SCHOOL GROUNDS, CAMPUS .... (SKIP TO SECTION 16)	00	35-36/
OWN CAR	01	37-38/
RIDE WITH SOMEONE ELSE	02	39-40/
PUBLIC BUS OR STREETCAR	03	41-42/
SUBWAY OR ELEVATED	04	43-44/
RAILROAD OR COMMUTER TRAIN	05	45-46/
TAXICAB	06	47-48/
WALK	07	49-50/
BICYCLE	08	51-52/
MOTORCYCLE, MOPED	09	53-54/
SCHOOL BUS	10	55-56/
OTHER (SPECIFY) ________________	11	57-58/

14. And how long did it usually take you to get from your home to your government training program?

ENTER # OF HOURS ☐☐ 59-60/

AND

MINUTES ☐☐ 61-62/

---

15. And about how many miles is it from where you live to your government training program?

ENTER # OF MILES ☐☐ 63-64/

BEGIN DECK 40

10-13/R

SECTION 16

TIME SPENT IN "OTHER" TRAINING

1. Within the last 7 days, have you been enrolled in any of these kinds of training programs? (HAND CARD T)

Yes .... (ASK A)	1	14/
No .... (SKIP TO SECTION 17)	0	

A. IF YES: Which ones? CODE ALL THAT APPLY.

BUSINESS COLLEGE	01	15-16/
A NURSE'S PROGRAM	02	17-18/
A VOCATIONAL OR TECHNICAL SCHOOL	03	19-20/
BARBER OR BEAUTY SCHOOL	04	21-22/
FLIGHT SCHOOL	05	23-24/
CORRESPONDENCE SCHOOL	06	25-26/
OTHER (SPECIFY) ______________________	07	27-28/

B. INTERVIEWER: IS THIS OTHER TRAINING CORRESPONDENCE SCHOOL ONLY?

YES .... (ASK C)	1	29/
NO .... (GO TO Q. 2)	0	

C. Now we'd like to ask you about your correspondence school. About how many hours would you say you spent studying for this program in the last 7 days?

ENTER # OF HOURS	☐☐	30-31/
AND		
MINUTES	☐☐	32-33/

SKIP TO Q. 11.

---

2. Were you at your (SCHOOL IN Q. 1A) any time in the last 7 days--that is, from (READ DAY) to yesterday? Please consider any time you spent at this school doing anything except working for pay.

Yes	1	34/
No ... (ENTER '0000' IN TOTAL BOX AT Q. 3 AND SKIP TO Q. 5)	0	

3. Please tell me, for each of the last 7 days, the total number of hours you spent at (SCHOOL). In addition to time spent attending classes, please include all other time you spent there doing anything except working on a job for pay. For example, include time spent at (SCHOOL) before or after classes, time attending or participating in school activities or meetings, or time just hanging around. (Do not include time spent in your dormitory.)

A. Let's start with yesterday. (PAUSE) Altogether, about how many hours did you spend at (SCHOOL) yesterday, not counting any time spent working for pay? ENTER NUMBER OF HOURS IN UPPERMOST BOX FOR YESTERDAY'S DAY. IF R DID NOT SPEND ANY HOURS AT SCHOOL, ENTER 0000 IN THE APPROPRIATE DAY.

B. Now let's go to (DAY, DATE). How many hours were you at (SCHOOL) that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN. IF R SPENT NO HOURS AT SCHOOL, ENTER 0000 FOR THAT DAY.

C. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 4.

IF NO, RE-ASK Q. 3B FOR PREVIOUS DAY.

NUMBER OF HOURS AT "OTHER" TRAINING

	HOURS	MINS		
Saturday ..				35-38/
Friday				
Thursday ..				39-42/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE	
Tuesday ...				43-46/
Monday				47-50/
Sunday				
Saturday ..				51-54/
Friday				
Thursday ..				55-58/
Wednesday .				59-62/
Tuesday ...				
Monday				
TOTAL				63-66/

---

4. That makes (READ TOTAL FROM TOTAL BOX IN Q. 3) hours you spent at (SCHOOL) in the last 7 days. Is this typical of the amount of time you spend there in an average week?

Yes .... (SKIP TO Q. 7) 1 67/
No 0

---

5. About how many hours do you usually spend there in a typical week?

ENTER # OF HOURS ☐☐ 68-69/
AND
MINUTES ☐☐ 70-71/

---

6. INTERVIEWER: DID R SPEND ANY TIME AT "OTHER" TRAINING IN THE LAST 7 DAYS? (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

YES 1 72/
NO .... (SKIP TO Q. 10) 0

IF R SPENT ANY TIME AT "OTHER" SCHOOL LAST WEEK, ASK Q. 7:

7. You told me you spent (READ TOTAL FROM TOTAL BOX IN Q. 3) hours in the last 7 days at (SCHOOL). About how many of these hours were you actually attending classes?

ENTER # OF HOURS ☐☐ 10-11
AND
MINUTES ☐☐ 12-13/

---

8. INTERVIEWER: IS ALL OF R'S TIME AT SCHOOL ACCOUNTED FOR BY CLASS TIME? (THAT IS, DO THE HOURS IN Q. 7 EQUAL HOURS IN TOTAL BOX IN Q. 3)

YES ...... (SKIP TO Q. 10) 1 14/
NO 0

---

9. Not including the time you spent in class, about how many hours of the (READ TOTAL FROM TOTAL BOX IN Q. 3) hours did you spend studying or working on class assignments? (Please do not include time spent studying in your dormitory.)

ENTER # OF HOURS ☐☐ 15-16/
AND
MINUTES ☐☐ 17-18/

---

10. You've already told me about time you spent studying at (SCHOOL). Now I'd like to ask you a few questions about the amount of time you spent studying or doing other school work for this program away from (SCHOOL). How many (additional) hours would you say you spent studying for all of your classes or courses in the last 7 days? (Please do include time spent studying in your dormitory.)

ENTER # OF HOURS ☐☐ 19-20/
AND
MINUTES ☐☐ 21-22/

11. In thinking about the total amount of time you spent studying in the last 7 days (whether at school or somewhere else), would you say you spent more time studying this week than you usually do, somewhat less time studying this week, or was it about the same as usual?

Somewhat more	1	23/
Somewhat less	2	
About the same	3	
Don't know	8	

---

12. INTERVIEWER: DID R SPEND ANY TIME AT "OTHER" TRAINING IN THE LAST 7 DAYS (TOTAL BOX IN Q. 3 IS GREATER THAN '0000')?

YES	1	24/
NO ..... (SKIP TO SECTION 17) ...	0	

---

13. We are also interested in how people get to school and how long their trip to school usually takes. Thinking of the last 7 days, what means of transportation did you use to get to (SCHOOL)? CODE ALL THAT APPLY.

LIVES ON SCHOOL GROUNDS, CAMPUS .... (SKIP TO SECTION 17)	00	25-26/
OWN CAR	01	27-28/
RIDE WITH SOMEONE ELSE	02	29-30/
PUBLIC BUS OR STREETCAR	03	31-32/
SUBWAY OR ELEVATED	04	33-34/
RAILROAD OR COMMUTER TRAIN	05	35-36/
TAXICAB	06	37-38/
WALK	07	39-40/
BICYCLE	08	41-42/
MOTORCYCLE, MOPED	09	43-44/
SCHOOL BUS	10	45-46/
OTHER (SPECIFY) ______________________	11	47-48/

---

14. And how long did it usually take you to get from your home to (SCHOOL)?

ENTER # OF HOURS	☐☐	49-50/
AND MINUTES	☐☐	51-52/

---

15. And about how many miles is it from where you live to (SCHOOL)?

ENTER # OF MILES	☐☐	53-54/

DECK 41

55-59/R

SECTION 17

JOB SEARCH

1. **INTERVIEWER**: SEE SECTION 6, Q. 25A, 25B, AND Q. 34. ARE ANY OF THESE QUESTIONS CODED YES?

YES	1	60/
NO .... (SKIP TO SECTION 18)	0	

---

2. Earlier you told me you were looking for work. Were you looking for a permanent or a temporary job?

Permanent	1	61/
Temporary	2	
Either permanent or temporary ...	3	

---

3. Think back to when you first began this period of looking for work. Since that time, what was the farthest distance that you traveled, either locally or out of the local area, to look for work?

Did not go out to look (used mail or telephone)	01	62-63/
Less than 5 miles	02	
5-10 miles	03	
11-25 miles	04	
26-50 miles	05	
51-100 miles	06	
Over 100 miles	07	

4. Since you began this period of looking for work, which of the following methods have you actually used in looking for a (new) job? In looking for work, have you . . .		5. You said that you (READ METHOD). A. Did this method result in any direct contacts with employers, either by mail, by phone, or in person?	B. Did this method result in a job offer?
Checked with the State Employment Service?	BEGIN DK 42 10/ Yes .... 1 No 0	11/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	12/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Checked with private employment agencies?	29/ Yes ... 1 No 0	30/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	31/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Asked friends or relatives about jobs?	48/ Yes ... 1 No 0	49/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	50/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Placed or answered ads in the newspaper, magazines, or other periodicals?	BEGIN DK 43 10/ Yes ... 1 No 0	11/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	12/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Taken a Civil Service test or filed an application for a State, local, or Federal government job?	29/ Yes ... 1 No 0	30/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	31/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Contacted an organization such as CETA, a community action group, Urban League, etc.?	48/ Yes ... 1 No 0	49/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	50/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Contacted a school placement office?	BEGIN DK 44 10/ Yes ... 1 No 0	11/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	12/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Asked teachers or professors for job leads?	29/ Yes ... 1 No 0	30/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	31/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Checked with a labor union?	48/ Yes ... 1 No 0	49/ Yes ... (ASK B) ... 1 No (GO TO NEXT METHOD USED) . 0	50/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Applied directly to employers without suggestions or referrals by anyone? DO NOT ASK Q. 5A FOR THIS METHOD.	BEGIN DK 45 10/ Yes ... 1 No 0	11/R →	12/ Yes .. (ASK C-D) .. 1 No (GO TO NEXT METHOD USED) . 0
Used any other method? (SPECIFY) ______________ ______________	29/ Yes ... 1 No 0	30/ Yes ... (ASK B) ... 1 No (SEE INSTRUCTION BELOW) 0	31/ Yes .. (ASK C-D) .. 1 No (SEE INSTRUCTION BELOW) 0

ASK Q. 5 FOR EACH METHOD CODED "YES" IN Q. 4.

WHEN Q. 5 HAS BEEN ASKED FOR EACH METHOD USED, ASK Q. 6 FOR EACH METHOD USED.

5. (Continued) C. At what wage or salary?	D. Did you accept this job offer?	E. What was the main reason you did not accept this job offer? ENTER CODE FROM BOTTOM OF PAGE	6. Now I'd like you to think only about the last 7 days. In the last 7 days, how many hours, if any, did you spend (USING METHOD)?
13-19/ 20-21/ $ ________ per ________	22/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	23-24/ ☐☐ (GO TO NEXT METHOD USED)	25-28/ HOURS ☐☐ MINUTES ☐☐ (GO TO NEXT METHOD USED)
32-38/ 39-40/ $ ________ per ________	41/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	42-43/ ☐☐ (GO TO NEXT METHOD USED)	44-47/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
51-57/ 58-59/ $ ________ per ________	60/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	61-62/ ☐☐ (GO TO NEXT METHOD USED)	63-66/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
13-19/ 20-21/ $ ________ per ________	22/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	23-24/ ☐☐ (GO TO NEXT METHOD USED)	25-28/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
32-38/ 39-40/ $ ________ per ________	41/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	42-43/ ☐☐ (GO TO NEXT METHOD USED)	44-47/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
51-57/ 58-59/ $ ________ per ________	60/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	61-62/ ☐☐ (GO TO NEXT METHOD USED)	63-66/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
13-19/ 20-21/ $ ________ per ________	22/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	23-24/ ☐☐ (GO TO NEXT METHOD USED)	25-28/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
32-38/ 39-40/ $ ________ per ________	41/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	42-43/ ☐☐ (GO TO NEXT METHOD USED)	44-47/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
51-57/ 58-59/ $ ________ per ________	60/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	61-62/ ☐☐ (GO TO NEXT METHOD USED)	63-66/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
13-19/ 20-21/ $ ________ per ________	22/ Yes (GO TO NEXT METHOD USED) . 1 No .... (ASK E) ... 0	23-24/ ☐☐ (GO TO NEXT METHOD USED)	25-28/ ☐☐ ☐☐ (GO TO NEXT METHOD USED)
32-38/ 39-40/ $ ________ per ________	41/ Yes (SEE INSTRUCTION BELOW Q. 5A). 1 No .... (ASK E) ... 0	42-43/ ☐☐ (SEE INSTRUCTION BELOW Q. 5A)	44-47/ ☐☐ ☐☐ (GO TO NEXT SECTION)

REASON CODES

01 = INADEQUATE PAY/BENEFITS
02 = UNSUITABLE WORKING CONDITIONS
03 = WOULD NOT MAKE USE OF MY EXPERIENCE OR SKILLS
04 = HAD INSUFFICIENT EXPERIENCE OR SKILLS
05 = PARENTS OR SPOUSE AGAINST MY ACCEPTING OFFER
06 = INSUFFICIENT HOURS/TOO MANY HOURS
07 = CHANGED PLANS
08 = TRANSPORTATION PROBLEMS
09 = BETTER OFFER
10 = OTHER (SPECIFY)

DECK 45

48-50/R

SECTION 18

TIME SPENT SLEEPING AND WATCHING TV

1. We'd like to know, for each of the last 7 days, about how much of the time you spent sleeping. Let's start with yesterday. About how many hours did you spend sleeping yesterday? ENTER NUMBER OF HOURS IN UPPERMOST BOX FOR YESTERDAY'S DAY.

   A. Now let's go to last (DAY, DATE). How many hours did you spend sleeping that day? ENTER NUMBER OF HOURS IN THE NEXT BOX DOWN THE COLUMN.

   B. INTERVIEWER: HAVE THE LAST 7 DAYS BEEN ACCOUNTED FOR (7 BOXES FILLED AT RIGHT)?

   IF YES, ENTER TOTAL IN TOTAL BOX AND GO ON TO Q. 2.

   IF NO, RE-ASK Q. 1A FOR PREVIOUS DAY.

NUMBER OF HOURS SLEEPING

	HOURS	MINS		
Saturday ..				51-54/
Friday				
Thursday ..				55-58/
Wednesday .			MAKE FIRST ENTRY ABOVE THIS LINE	
Tuesday ...				59-62/
Monday				63-66/
Sunday				
Saturday ..				67-70/
Friday				
Thursday ..				71-74/
Wednesday .				75-78
Tuesday ...				
Monday				BEGIN DECK 46
TOTAL				10-13/

---

2. Finally, please tell me approximately how many hours you spent watching TV during the last 7 days.

ENTER # OF HOURS ☐☐ 14-15/

AND

MINUTES ☐☐ 16-17/

DECK 46

18-22/R

SECTION 19

HOUSEHOLD CHORES AND CHILD CARE

1. INTERVIEWER: DOES R LIVE IN GROUP QUARTERS (THAT IS, DORMITORY OR MILITARY BARRACKS)?

YES .... (SKIP TO Q. 10) 1 23/
NO 0

---

2. We would like to get some idea about how much time people spend on household chores and child care.

I'm going to read a list of regular household chores and, for each, ask you whether you are the one who usually does these things. Are you the one who usually (READ CHORE)--Do you do it almost never, some of the time, about half the time, much of the time, or almost all of the time?

HAND CARD U. CODE ONE FOR EACH ROW.

CHORES	Almost never	Some	About half	Much	Almost all	NOT APPLICABLE	
a) prepares meals	1	2	3	4	5	6	24/
b) washes the dishes	1	2	3	4	5	6	25/
c) does the laundry	1	2	3	4	5	6	26/
d) cleans house	1	2	3	4	5	6	27/
e) does grocery shopping	1	2	3	4	5	6	28/
f) runs errands	1	2	3	4	5	6	29/
g) does outdoor chores	1	2	3	4	5	6	30/
h) fixes things around the house	1	2	3	4	5	6	31/
i) does household paperwork	1	2	3	4	5	6	32/
IF NO CHILDREN AGE 14 OR YOUNGER IN DU, GO TO Q. 3.							
j) takes care of the child(ren) in your household	1	2	3	4	5	6	33/

3. Up till now, we've asked you how much time you spent on various activities in the last 7 days. Now we would like to ask a few questions about things you did just yesterday.

A. INTERVIEWER: CODE DAY OF THE WEEK FOR YESTERDAY.

MONDAY	1	34/
TUESDAY	2	
WEDNESDAY	3	
THURSDAY	4	
FRIDAY	5	
SATURDAY	6	
SUNDAY	7	

---

4. Please tell me how many hours you spent yesterday doing any of the household chores we've just talked about (except taking care of children).

ENTER # OF HOURS ☐☐ 35-36/

AND

MINUTES ☐☐ 37-38/

---

5. INTERVIEWER: ARE THERE ANY CHILDREN AGE 14 OR YOUNGER LIVING IN DU?

YES	(ASK A)	1	39/
No	(SKIP TO Q. 10)	0	

A. INTERVIEWER: ARE ANY OF THESE CHILDREN R'S OWN CHILDREN?

YES	(SKIP TO Q. 7)	1	40/
NO		0	

6. How much time __yesterday__ were you taking care of younger children living in your household? Please do not include time you were responsible for them while you were sleeping.

ENTER # OF HOURS ☐☐ 41-42/
AND
MINUTES ☐☐ 43-44/
OR
NONE .... (SKIP TO Q. 10) 0000

__IF Q. 6 IS NOT CODED '0000', ASK A&B:__

A. Of these (TIME IN Q. 6), how much time were you dressing, feeding, or bathing (him/her/them)?

ENTER # OF HOURS ☐☐ 45-46/
AND
MINUTES ☐☐ 47-48/

B. Of these (TIME IN Q. 6), how much time were you reading, playing, or talking to (him/her/them), helping (him/her/them) with homework, and so on, __when you were not doing something else at the same time__?

ENTER # OF HOURS ☐☐ 49-50/
AND
MINUTES ☐☐ 51-52/

SKIP TO Q. 10

---

7. How much time __yesterday__ did you spend dressing, feeding, or bathing the child(ren) living in your household?

ENTER # OF HOURS ☐☐ 53-54/
AND
MINUTES ☐☐ 55-56/

8. How much time yesterday did you spend reading, playing,or talking to (him/her/them), helping (him/her/them) with homework, and so on, when you were not doing something else at the same time?

ENTER # OF HOURS ☐☐ 57-58/
AND
MINUTES ☐☐ 59-60/

---

9. And how much other time yesterday were you directly responsible for these child(ren)? Please do not include the time you spent dressing, feeding, bathing, reading, playing, talking to, or helping (him/her/them) that you already told me about. Do not include time you were responsible for (him/her/them) while you were sleeping.

ENTER # OF HOURS ☐☐ 61-62/
AND
MINUTES ☐☐ 63-64/

---

10. This question deals with leisure reading. (Other than for school or work,) how much time did you spend yesterday reading books, magazines, or newspapers?

ENTER # OF HOURS ☐☐ 65-66/
AND
MINUTES ☐☐ 67-68/

SECTION 20: ON ASPIRATIONS AND EXPECTATIONS

1. And now we have a question about the future. What would you like to be doing when you are 35 years old? RECORD VERBATIM AND CODE ONE ONLY.

CODE SMALLEST NUMBER MENTIONED

WORKING ... (SKIP TO SECTION 21) 1 69/
OR
MARRIED, OR KEEPING HOUSE, OR RAISING A FAMILY ..(ASK Q. 2) 2
OR
OTHER ... (SKIP TO SECTION 21)
______ .. 3
OR
DON'T KNOW . (SKIP TO SECTION 21) ... 8

IF CODE 2 IN Q. 1, ASK Q.2:

2. Would you like to be working in addition to (being married/keeping house/raising a family)?

Yes 1 70/
No 0

RECORD TIME ENDED: ______ AM PM 71-74/

BEGIN DECK 47

SECTION 21: LOCATING INFORMATION

INTERVIEWER: PLEASE PRINT CLEARLY. VERIFY SPELLING.

That's all the survey questions I have, but (as you know) we would like to keep in touch with you during the next several years to see how you're getting along. We would like the names of some of the people who usually know where you are living.

1. First, thinking of all the people you know, either around here or elsewhere, who would be the one person you keep in touch with who would be most likely to know where you are? ENTER FULL NAME OF PERSON BELOW AND ASK A-D.

10-39/

(FIRST) (MIDDLE) (LAST)

A. What is (PERSON'S) relationship to you? ____________________ 40-41/

B. Where does (PERSON) live?

42-71/

(STREET ADDRESS) (APT. #)

BEGIN DECK 48

10-34/ 35-39/

(CITY) (STATE) (ZIP)

40-59/R

C. What is (PERSON'S) telephone number?

☐☐☐ / ☐☐☐ - ☐☐☐☐ 60-69/

(AREA CODE) (PHONE NUMBER)

No phone	0	70/
Refused	7	

BEGIN DECK 49

D. IF (PERSON) HAS PHONE: In whose name is the phone listed?

(PERSON'S) name	1	10/
Other (SPECIFY BELOW)	2	

11-40/

(FIRST) (MIDDLE) (LAST)

DECK 49

2. **INTERVIEWER:**

--IF R IS LIVING IN DORMITORY, FRATERNITY, SORORITY, HOSPITAL, OR OTHER TEMPORARY IQ: OBTAIN NAME AND RELATIONSHIP OF HOUSEHOLDER AT PERMANENT HOME ADDRESS. RECORD NAME, RELATIONSHIP, ADDRESS, AND TELEPHONE INFORMATION IN A-C BELOW.

--IF THE ABOVE IS NOT APPLICABLE AND R IS MARRIED, LIVING APART FROM SPOUSE: RECORD SPOUSE'S NAME, ADDRESS, AND TELEPHONE INFORMATION IN A-C BELOW.

--OTHERWISE: GO TO Q. 3.

A. NAME: 41-70/

(FIRST) (MIDDLE) (LAST)

RELATIONSHIP TO R: ______________________________ 71-72/

BEGIN DECK 50

ADDRESS: 10-39/

(STREET ADDRESS) (APT. #)

40-64/ 65-69/

(CITY) (STATE) (ZIP)

(COUNTRY IF NOT U.S.) 70-80/

BEGIN DECK 51

B. And what is (his/her) telephone number?

☐☐☐ / ☐☐☐ - ☐☐☐☐ 10-19/

(AREA CODE) (PHONE NUMBER)

No phone	0	20/
Refused	7	

C. IF PERSON HAS PHONE: In whose name is the phone listed?

Name recorded above	1	21/
Other (SPECIFY BELOW)	2	

22-51/

(FIRST) (MIDDLE) (LAST)

DECK 51

3. INTERVIEWER: IF FATHER OR MOTHER NOT YET LISTED, ASK A AND/OR B AS NECESSARY.

I'd also like the name, address, and telephone number of (your parents/your father/your mother).

A. What is your father's full name? ENTER FULL NAME BELOW AND ASK a-c. 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 52

a. Where does he live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 53

b. What is his telephone number? ☐☐☐ / ☐☐☐ - ☐☐☐☐ 10-19/

(AREA CODE) (PHONE NUMBER)

No phone	0	20/
Refused	7	

c. IF FATHER HAS PHONE: In whose name is the phone listed?

Father's name	1	21/
Other (SPECIFY BELOW)	2	22-51/

(FIRST) (MIDDLE) (LAST)

B. What is your mother's full name? ENTER FULL NAME BELOW AND ASK a-c. 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 54

a. Where does she live?

Same address as father ...(GO TO Q. 4)....	1	10/
Other (SPECIFY BELOW)	2	11-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 55

b. What is her telephone number? ☐☐☐ / ☐☐☐ - ☐☐☐☐ 10-19/

(AREA CODE) (PHONE NUMBER)

No phone	0	20/
Refused	7	

c. IF MOTHER HAS PHONE: In whose name is the phone listed?

Mother's name	1	21/
Father's name	2	
Other (SPECIFY BELOW)	3	22-51/

(FIRST) (MIDDLE) (LAST)

4. Which of your other relatives are you in touch with most frequently? PROBE FOR TWO RELATIVES. ENTER FULL NAMES BELOW AND ASK a-d FOR EACH.

FIRST RELATIVE'S NAME: 52-78/

(FIRST) (MIDDLE) (LAST)

a. What is (RELATIVE'S) relationship to you? ____________________ 79-80/

BEGIN DECK 56

b. Where does (RELATIVE) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

c. What is (RELATIVE'S) telephone number? BEGIN DECK 57

☐☐☐ / ☐☐☐ - ☐☐☐☐ 10-19/

(AREA CODE) (PHONE NUMBER)

No phone	0	20/
Refused	7	

d. IF RELATIVE HAS PHONE: In whose name is the phone listed?

(RELATIVE'S) name	1	21/
Other (SPECIFY BELOW)	2	22-51/

(FIRST) (MIDDLE) (LAST)

SECOND RELATIVE'S NAME: 52-78/

(FIRST) (MIDDLE) (LAST)

a. What is (RELATIVE'S) relationship to you? ____________________ 79-80/

BEGIN DECK 58

b. Where does (RELATIVE) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

c. What is (RELATIVE'S) telephone number? BEGIN DECK 59

☐☐☐ / ☐☐☐ - ☐☐☐☐ 10-19/

(AREA CODE) (PHONE NUMBER)

No phone	0	20/
Refused	7	

d. IF RELATIVE HAS PHONE: In whose name is the phone listed?

(RELATIVE'S) name	1	21/
Other (SPECIFY BELOW)	2	22-51/

(FIRST) (MIDDLE) (LAST)

5. Which of your friends do you visit or talk with most frequently? PROBE FOR TWO FRIENDS. ENTER FULL NAMES BELOW AND ASK a-c FOR EACH.

FIRST FRIEND'S NAME: 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 60

a. Where does (FRIEND) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 61

b. What is (FRIEND'S) telephone number?

☐☐☐ / ☐☐☐ - ☐☐☐☐ 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

c. IF FRIEND HAS PHONE: In whose name is the phone listed?

(FRIEND'S) name 1 21/
Other (SPECIFY BELOW) 2 22-51/

(FIRST) (MIDDLE) (LAST)

SECOND FRIEND'S NAME: 52-80/

(FIRST) (MIDDLE) (LAST)

BEGIN DECK 62

a. Where does (FRIEND) live? 10-39/

(STREET ADDRESS) 40-64/ (APT. #) 65-69/

(CITY) (STATE) (ZIP)

BEGIN DECK 63

b. What is (FRIEND'S) telephone number?

☐☐☐ / ☐☐☐ - ☐☐☐☐ 10-19/

(AREA CODE) (PHONE NUMBER)

No phone 0 20/
Refused 7

c. IF FRIEND HAS PHONE: In whose name is the phone listed?

(FRIEND'S) name 1 21/
Other (SPECIFY BELOW) 2 22-51/

(FIRST) (MIDDLE) (LAST)

DECK 63

6. When you are not spending your spare time at home, where do you usually go? PROBE FOR NAME, ADDRESS, AND PHONE NUMBER OF PLACE SUCH AS NEIGHBORHOOD GATHERING PLACE, ETC. 52/

Person is already listed in Q. 1, 2, 3, 4, or 5 ...(GO TO Q. 7).. 1
Other (SPECIFY BELOW) 2 53-80/

(NAME OF PLACE--"HANGOUT") BEGIN DECK 64 10-39/

(KIND OF PLACE) 40-69/

(STREET ADDRESS) BEGIN DECK 65 10-34/ (APT. #) 35-39/

(CITY) (STATE) (ZIP) 40-50/R

(AREA CODE) / (PHONE NUMBER) 51-60/
61-80/R

---

7. **FOR MARRIED WOMEN:** What is your maiden name? BEGIN DECK 66

(MAIDEN NAME) 10-29/

---

8. Do you expect to move at any time in the next year?

Yes ....(ASK A & B)......... 1 30/
No ....(GO TO Q. 9)........ 0

IF YES:
A. Approximately when do you think that will happen? PROBE FOR MONTH AND YEAR.

(MONTH) (YEAR) 31-34/

B. Where do you expect to move?
PROBE FOR DETAILS, SPECIFIC ADDRESS IF POSSIBLE. 35-80/

(STREET ADDRESS) BEGIN DECK 67 10-34/ (APT. #) 35-39/

(CITY) (STATE) (ZIP)

40-75/

9. RECORD TIME ENDED.

________ AM PM

---

10. NOW PAY RESPONDENT AND HAVE HIM/HER SIGN THE RECEIPT.

---

11. IF CURRENT MAILING ADDRESS IS NOT A REGULAR STREET ADDRESS OR IF DU IS DIFFICULT TO LOCATE, GIVE DU DESCRIPTION AND DIRECTIONS HERE:

76/

---

12. OTHER COMMENTS ON LOCATING R:

77/

BEGIN DECK 68

INTERVIEWER REMARKS

INTERVIEWER: Complete these remarks as soon as you have finished the questionnaire.

1. Length of the interview:

☐☐☐ MINUTES 10-12/

2. Date of interview:

☐☐☐☐☐☐ MONTH DAY YEAR 13-18/

3. Race of Respondent:

White	1	19/
Black	2	
Other	3	

4. Sex of Respondent:

Male	1	20/
Female	2	

5. In what language was this interview conducted?

English	1	21/
Spanish	2	
Other (SPECIFY) ______________________	3	

6. In general, what was the respondent's attitude toward the interview?

Friendly and interested	1	22/
Cooperative but not particularly interested	2	
Impatient and restless	3	
Hostile	4	

7. In general, was the respondent's understanding of the questions . . .

Good?	1	23/
Fair?	2	
Poor?	3	

DECK 68

8. Was anyone else present during any portion of the youth's interview?

Yes ....(ANSWER A).......	1	24/
No ....(GO TO Q. 9)......	0	

A. IF YES: Who was present? CODE ALL THAT APPLY.

R's parent(s)	1	25/
Other member(s) of R's household	2	26/
R's friend(s)	3	27/
Other (SPECIFY) ______________________________	4	28/

9. INTERVIEWER: TRANSFER HERE THE LAST LINE OF THE RECORD OF CALLS.

Try #	Day #	Date		Time	Type P = 1 Tel = 2	Disposition
		Month	Day			
29-30/	31/	32-33/	34-35/	36-39/	40/	41-42/
______	______	______	______	______ A P	______	______

10. Please record your interviwer ID #: ☐☐☐☐☐☐ 43-48/

11. Please sign your name here: ______________________________

NORC-4332
11/80

OMB # 44-R-1640
Exp. 12-82

CASE # ______________________

National Opinion Research Center
University of Chicago

Center for Human Resource Research
Ohio State University

National Longitudinal Survey of Labor Force Behavior

Youth Survey, 1981

EMPLOYER SUPPLEMENT

BEGIN DECK ____ 1

1.	NAME OF EMPLOYER ______________________		10-39/
2.	IF THIS JOB WAS PART OF A COLLEGE WORK STUDY PROGRAM, CIRCLE CODE '02' HERE	02	40-41/
3.	IF THIS JOB WAS PART OF R'S SCHOOL PROGRAM, CIRCLE CODE '03' HERE	03	42-43/
4.	IF THIS JOB WAS A PART-TIME JOB PROVIDED BY THE GOVERNMENT, CIRCLE CODE '04' HERE	04	44-45/
5.	IF THIS JOB WAS A GOVERNMENT-SPONSORED SUMMER JOB, CIRCLE CODE '05' HERE	05	46-47/
6.	IF THIS JOB WAS PART OF A GOVERNMENT-SPONSORED PROGRAM FOR PEOPLE NOT ATTENDING REGULAR SCHOOL, CIRCLE CODE '06' HERE	06	48-49/
7.	IF THIS JOB WAS PART OF A TAX CREDIT PROGRAM, CIRCLE CODE '07' HERE	07	50-51/
8.	IF THIS JOB WAS PART OF ANY OTHER KIND OF GOVERNMENT-SPONSORED PROGRAM, CIRCLE CODE '08' HERE	08	52-53/

DECK ____ 1

Now I'd like to ask a few questions about your employment with (EMPLOYER NAME, THIS SUPPLEMENT).

1. INTERVIEWER: SEE INFO SHEET, ITEM 9. HAVE YOU ALREADY COMPLETED AN EMPLOYER SUPPLEMENT FOR EVERY EMPLOYER LISTED THERE? (IF SO, EVERY EMPLOYER NAME AT ITEM 9 WILL BE CHECK-MARKED.)

YES .... (GO TO Q. 2) 1 54/
NO .... (ANSWER A) 0
NO EMPLOYERS LISTED IN
ITEM 9 .. (GO TO Q. 2) 2

A. INTERVIEWER: IS EMPLOYER NAME, THIS SUPPLEMENT, LISTED AT ITEM 9 OF INFO SHEET?

YES .... (ASK B) 1 55/
NO .... (GO TO C) 0

IF YES TO A, ASK B:
B. Is this the same (EMPLOYER NAME) you were working for last year on (DATE OF LAST INTERVIEW)?

Yes .... (GO TO E) 1 56/

No ... (INTERVIEWER: YOU NOW HAVE TWO JOBS WITH THE SAME EMPLOYER NAME TO ASK ABOUT. ENTER THE EMPLOYER NAME ON THE COVER OF AN ADDITIONAL SUPPLEMENT TO ASK ABOUT LAST YEAR'S EMPLOYER, AND SAY: Right now, let's keep talking about the most recent (EMPLOYER NAME) you've worked for. THEN GO TO Q. 3) 0

IF NO TO A, ASK C:
C. Our records show that you were working for [EMPLOYER(S) IN ITEM 9 ON INFO SHEET] when you were last interviewed on (DATE OF LAST INTERVIEW). Is (EMPLOYER NAME, THIS SUPPLEMENT) the same employer (as any of these)?

Yes 1 57/
No .... (GO TO Q. 2) 0

IF MORE THAN ONE EMPLOYER IS NOT CHECK-MARKED AT ITEM 9 OF INFO SHEET, ASK:
D. Which one is the same? THEN GO ON TO E.

E. INTERVIEWER: PLACE A CHECK MARK BY THIS EMPLOYER NAME ON INFO SHEET, ITEM 9, AND TRANSFER THE NAME AND EMPLOYER NUMBER HERE. THEN GO ON TO F.

____________________ (EMPLOYER NAME) ☐☐ (NUMBER) 58-59/

F. INTERVIEWER: SKIP TO Q. 6. ENTER THE DATE OF THE LAST INTERVIEW IN THE BOXES PROVIDED AND GO ON TO Q. 7.

DECK ____ 1

2. INTERVIEWER: SEE INFO SHEET, ITEM 10. HAVE YOU ALREADY COMPLETED AN EMPLOYER SUPPLEMENT FOR EVERY EMPLOYER LISTED THERE? (IF SO, EVERY EMPLOYER NAME AT ITEM 10 WILL BE CHECK-MARKED.)

YES .... (GO TO Q. 3)	1	60/
NO .... (ANSWER A)	0	
NO EMPLOYERS LISTED IN ITEM 10 . (GO TO Q. 3)	2	

IF NO, ANSWER A:

A. INTERVIEWER: IS EMPLOYER NAME, THIS SUPPLEMENT, LISTED AT ITEM 10 OF INFO SHEET?

YES .... (ASK B)	1	61/
NO .... (GO TO C)	0	

IF YES TO A, ASK B:

B. Is this the same (EMPLOYER NAME) you worked for during the year before our last interview?

Yes .... (GO TO E)	1	62/
No .... (GO TO Q. 3)	0	

IF NO TO A, ASK C:

C. Our records show that during the year before our last interview, you worked for [EMPLOYER(S) IN ITEM 10 ON INFO SHEET]. Is (EMPLOYER NAME, THIS SUPPLEMENT) the same employer (as any of these)?

Yes	1	63/
No .... (GO TO Q. 3)	0	

IF MORE THAN ONE EMPLOYER IS NOT CHECK-MARKED AT ITEM 10 OF INFO SHEET, ASK:

D. Which one is the same? THEN GO TO E.

E. INTERVIEWER: PLACE A CHECK MARK BY THIS EMPLOYER NAME ON THE INFO SHEET, ITEM 10, AND TRANSFER THE NAME AND EMPLOYER NUMBER HERE. THEN GO ON TO F.

________________________________	☐☐	64-65/
(EMPLOYER NAME)	(NUMBER)	

F. When did you begin to work again for this employer after (DATE OF LAST INTERVIEW)? SKIP TO Q. 6. ENTER THE DATE IN THE BOXES PROVIDED AND GO ON TO Q. 7.

3. When did you first start working for (EMPLOYER)?

☐☐ ☐☐ ☐☐
MONTH DAY YEAR

---

4. INTERVIEWER: CIRCLE CORRECT CODE:

DATE IN Q. 3 IS BEFORE THE DATE OF THE LAST INTERVIEW ...... (ASK Q. 5) 1 66/

DATE IN Q. 3 IS THE SAME AS THE DATE OF THE LAST INTERVIEW ... (TRANSFER THE DATE IN Q. 3 TO Q. 6 AND GO ON TO Q. 7) ... 2

DATE IN Q. 3 IS AFTER THE DATE OF THE LAST INTERVIEW ...... (TRANSFER THE DATE IN Q. 3 TO Q. 6 AND GO ON TO Q. 7) ... 3

IF CODE 1 IN Q. 4, ASK:

5. Between (DATE STARTED) and (DATE OF LAST INTERVIEW), were there any periods of one month or more during which you were not working for (EMPLOYER), not counting paid vacation or paid sick leave?

Yes .... (ASK A & B) 1 67/

No .... (GO TO B) 0

IF YES, ASK A & B:

A. What is the total number of months you did work for (EMPLOYER) before (DATE OF LAST INTERVIEW)?

ENTER # OF MONTHS: ☐☐ 68-69/

B. For all of the rest of the questions we have about (EMPLOYER), please think only of the time you worked for (EMPLOYER) since (DATE OF LAST INTERVIEW).

C. INTERVIEWER: ENTER DATE OF LAST INTERVIEW AT Q. 6 AND GO ON TO Q. 7.

---

6. REFERENCE DATE FROM Q. 1F, Q. 2F, Q. 4, OR Q. 5C:

☐☐ ☐☐ ☐☐ 70-75/
MONTH DAY YEAR

ES-4 BEGIN DECK _____ 2

7. Are you currently working for (EMPLOYER)?

Yes ....(GO TO A)..........	1	10/
No ....(ASK B-D)..........	0	

IF YES:
A. **INTERVIEWER:** ENTER CURRENT INTERVIEW DATE IN ROW B OF CALENDAR. ENTER REFERENCE DATE FROM Q. 6 IN ROW B OF CALENDAR. DRAW A LINE IN ROW B ON CALENDAR FROM REFERENCE DATE TO PRESENT DATE. LABEL THE LINE WITH THE NAME OF THE EMPLOYER. THEN GO TO Q. 8.

IF NO, ASK B-D:
B. When did you last stop working for (EMPLOYER)?
1) ENTER IN BOX BELOW.

☐☐ ☐☐ ☐☐ 11-16/
MONTH DAY YEAR

2) ENTER IN ROW B OF CALENDAR. ENTER REFERENCE DATE FROM Q. 6 IN ROW B OF CALENDAR. DRAW A LINE FROM REFERENCE DATE TO DATE STOPPED. LABEL THE LINE WITH THE NAME OF THE EMPLOYER.

C. Which of the reasons on this card best describes why you happened to leave this job? CODE ONE ONLY.

HAND CARD L

Layoff, plant closed, or end of temporary or seasonal job	1	17/
Discharged or fired	2	
Program ended	3	
Quit for pregnancy or family reasons	4	
Quit for other reasons	5	
Other (SPECIFY) ______________________	6	

D. Did you have a new job lined up before you left this one?

Yes	1	18/
No	0	

INTERVIEWER: READ FIRST PARAGRAPH FOR THE FIRST SUPPLEMENT ONLY.

8. For one reason or another, people often do not work for a week, a month, or even longer. For example, strikes, layoffs, and extended illnesses can cause people to miss work for a week or longer.

SHOW R CALENDAR. Between (DATE IN Q. 6) and (DATE IN Q. 7B/now), were there any periods of a full week or more during which you did not work for this employer, not counting paid vacations or paid sick leave?

Yes ....(ASK A ON NEXT PAGE)....	1	19/
No ....(GO TO Q. 9)........	0	

IF YES TO Q. 8, ASK A:

A. Please tell me each period between (DATE IN Q. 6) and (now/DATE IN Q. 7B) during which you didn't work for this employer for a full week or more. PROBE: What other period was there during which you didn't work for this employer for a full week or more? ENTER DATES IN "A." THEN ENTER BELOW THE TOTAL NUMBER OF SEPARATE PERIODS DURING WHICH R DID NOT WORK FOR THIS EMPLOYER:

TOTAL # OF SEPARATE PERIODS: ☐☐ 20-21/

FOR EACH SET OF DATES ENTERED IN A, ASK B:

B. You said that you were not working for (EMPLOYER) between (READ DATES IN A). HAND CARD M. Which of the categories listed on this card best describes the main reason why you were not working for (EMPLOYER) during this period of time? IF REASONS 1-4, ENTER ONE CODE IN B AND FOLLOW THE INSTRUCTIONS FOR THAT CODE. IF REASON 5, ASK C.

CARD M

1) On strike	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	01
2) On layoff	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	02
3) Quit job but returned to same employer	(GO TO E)	03
4) Job ended for a period of time but began again	(GO TO E)	04
5) Some other reason for which went on unpaid vacation or unpaid leave	(ASK C)	

FOR EACH REASON 5, ASK C:

C. What was the reason you were on unpaid vacation or unpaid leave? HAND CARD N. RECORD REASON CODE IN B.

CARD N

6) Going to school	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	06
7) Armed forces	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	07
8) Pregnancy	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	08
9) I had health problems	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	09
10) Problems with child care	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	10
11) Other personal or family reason	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	11
12) FOR SCHOOL EMPLOYEES ONLY: School shut down	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	12
13) Did not want to work	(GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9)	13
14) Other reason	(ASK D)	14

FOR EACH REASON CODE 14, ASK D:

D. What was the reason? RECORD VERBATIM IN D. THEN GO BACK TO B FOR NEXT PERIOD OR GO TO Q. 9.

FOR EACH REASON CODE 03 OR 04, ASK E - J:

E. During how many of those weeks were you looking for work or on layoff from this job—during none, some, or all of those weeks? SEE INSTRUCTIONS IN COLUMNS.

F. **INTERVIEWER:** USE WEEK # CALENDAR TO DETERMINE WEEK #s OF STARTING AND ENDING DATES IN PART A FOR THIS PERIOD. ENTER THE APPROPRIATE WEEK #s IN BOXES IN F.

G. SUBTRACT WEEK BEGAN FROM WEEK ENDED AND ENTER DIFFERENCE IN G.

H. You were not working from (DATE) to (DATE). That would be about (# OF WEEKS IN G) weeks when you were not working. For how many of these weeks were you looking for work or on layoff from a job? ENTER IN H.

I. **INTERVIEWER:** SUBTRACT # OF WEEKS LOOKING FOR WORK OR ON LAYOFF (BOX H) FROM # OF WEEKS NOT WORKING (BOX G) AND ENTER IN I.

That leaves (# OF WEEKS IN I) weeks that you were not working or looking for work.

J. What would you say was the main reason that you were not looking for work during that period? RECORD VERBATIM AND ENTER CODE IN J.

DID NOT WANT TO WORK	01
ILL, DISABLED, UNABLE TO WORK	02
FOR SCHOOL EMPLOYEES: SCHOOL WAS NOT IN SESSION FOR THIS PERIOD	03
ARMED FORCES	04
PREGNANCY	05
CHILD CARE PROBLEMS	06
PERSONAL/FAMILY REASONS	07
VACATION	08
LABOR DISPUTE/STRIKE	09
BELIEVED NO WORK AVAILABLE	10
COULD NOT FIND WORK	11
IN SCHOOL	12
HAD ANOTHER JOB	13
OTHER	14

K. **INTERVIEWER:** IF THERE ARE ANY ADDITIONAL PERIODS, GO BACK TO B FOR NEXT PERIOD. OTHERWISE, GO ON TO Q. 9.

ES-6

DECK _____ 2

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4
A.	FROM ☐☐☐☐☐☐ MONTH DAY YEAR 22-27/	FROM ☐☐☐☐☐☐ MONTH DAY YEAR 54-59/	FROM ☐☐☐☐☐☐ MONTH DAY YEAR 27-32/	FROM ☐☐☐☐☐☐ MONTH DAY YEAR 59-64/
	TO ☐☐☐☐☐☐ MONTH DAY YEAR 28-33/	TO ☐☐☐☐☐☐ MONTH DAY YEAR 60-65/	TO ☐☐☐☐☐☐ MONTH DAY YEAR 33-38/	TO ☐☐☐☐☐☐ MONTH DAY YEAR 65-70/
B.	☐☐ REASON NOT WORKING 34-35/	☐☐ REASON NOT WORKING 66-67/	☐☐ REASON NOT WORKING 39-40/	☐☐ REASON NOT WORKING 71-72/
D.	____________ ____________ 36/	____________ ____________ 68/	____________ ____________ 41/	____________ ____________ 73/
E.	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3	None ...(GO TO J).. 1 Some ....(ASK F)... 2 All ....(GO TO K).. 3
		BEGIN DECK ____ 3		BEGIN DECK ____ 4
F.	☐☐☐ WEEK PERIOD BEGAN 37-39/	☐☐☐ WEEK PERIOD BEGAN 10-12/	☐☐☐ WEEK PERIOD BEGAN 42-44/	☐☐☐ WEEK PERIOD BEGAN 10-12/
	☐☐☐ WEEK PERIOD ENDED 40-42/	☐☐☐ WEEK PERIOD ENDED 13-15/	☐☐☐ WEEK PERIOD ENDED 45-47/	☐☐☐ WEEK PERIOD ENDED 13-15/
G.	☐☐☐ # OF WEEKS 43-45/	☐☐☐ # OF WEEKS 16-18/	☐☐☐ # OF WEEKS 48-50/	☐☐☐ # OF WEEKS 16-18/
H.	☐☐☐ # OF WEEKS LOOKING OR ON LAYOFF 46-48/	☐☐☐ # OF WEEKS LOOKING OR ON LAYOFF 19-21/	☐☐☐ # OF WEEKS LOOKING OR ON LAYOFF 51-53/	☐☐☐ # OF WEEKS LOOKING OR ON LAYOFF 19-21/
I.	☐☐☐ # OF WEEKS NOT LOOKING 49-51/	☐☐☐ # OF WEEKS NOT LOOKING 22-24/	☐☐☐ # OF WEEKS NOT LOOKING 54-56/	☐☐☐ # OF WEEKS NOT LOOKING 22-24/
J.	____________ ____________	____________ ____________	____________ ____________	____________ ____________
	☐☐ REASON NOT LOOKING 52-53/	☐☐ REASON NOT LOOKING 25-26/	☐☐ REASON NOT LOOKING 57-58/	☐☐ REASON NOT LOOKING 25-26/

9. INTERVIEWER: IS THIS EMPLOYER RECORDED IN Q. 13A, SECTION 6, PAGE 6-9?

YES ...... (SKIP TO Q. 19) .. 1 27/

NO 0

---

10. How many hours per week (do/did) you usually work at this job.

ENTER # OF HOURS: ☐☐ 28-29/

---

11. INTERVIEWER: IS ONE OR MORE OF CODES 04-08 CIRCLED ON THE COVER OF THIS EMPLOYER SUPPLEMENT?

YES ....(SKIP TO Q. 15) . . .1 30/

NO 0

---

12. OMITTED.

---

13. INTERVIEWER: DID R WORK ON THIS JOB LESS THAN 20 HOURS A WEEK OR 20 HOURS OR MORE A WEEK? (SEE Q. 10)

LESS THAN 20 HOURS A WEEK (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 8, PAGE 8-1) 1 31/

20 HOURS OR MORE A WEEK 2

---

14. INTERVIEWER: DID R WORK AT THIS JOB LESS THAN 9 WEEKS OR 9 WEEKS OR MORE SINCE DATE OF LAST INTERVIEW? (SEE Qs 6 & 7. IF NECESSARY, SEE CALENDAR FOR WEEK NUMBERS.)

LESS THAN 9 WEEKS (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 8, PAGE 8-1) . 1 32/

9 WEEKS OR MORE 2

---

15. What kind of work did you usually do for (EMPLOYER)? IF MORE THAN ONE KIND OF WORK, PROBE: What kind of work did you do the longest for (EMPLOYER) (since DATE OF LAST INTERVIEW)?

____

DECK ____ 4

16. What (are/were) some of your main activities or duties? RECORD VERBATIM.

____________________ 33-35/

____

____

---

17. What kind of business or industry (is/was) this? PROBE: What (do/did) they make or do? RECORD VERBATIM.

____________________ 36-38/

____

____

---

18. HAND CARD O. (Are/Were) you (READ CATEGORIES)?

An employee of a private company, business, or individual for wages, salary, or commission ..... (GO TO Q. 19)	1	39/
A government employee ... (ASK A)	2	
Self-employed in own business, professional practice, or farm .... (ASK B)	3	
Working without pay in a family business or farm ...(SKIP TO NEXT EMPLOYER SUPPLEMENT OR SECTION 8)	4	

IF CODE 2 IN Q. 18, ASK A:

A. (Are/Were) you an employee of the federal government, state government, or local government?

Federal government employee	1	40/
State government employee	2	
Local government employee	3	
Don't know	8	

GO TO Q. 19

IF CODE 3 IN Q. 18, ASK B:

B. (Is/Was) your business incorporated or unincorporated?

Business incorporated	1	41/
Business unincorporated	2	
Don't know	8	

---

19. How many hours per day (do/did) you usually work at this job?

ENTER # OF HOURS: ☐☐ 42-43/

DECK ____ 4

ES-9

20. Altogether, including tips, overtime, and bonuses, how much (do/did) you usually earn at that job? Please give me the amount you earn(ed) before deductions like taxes and Social Security (are/were) taken out. ENTER IN APPROPRIATE BOXES. PROBE IF NECESSARY: Was that per hour, per day, per week, or what?

☐☐ , ☐☐☐ . ☐☐

DOLLARS 44-48/ CENTS 49-50/

Per hour	01
Per day	02
Per week	03
Bi-Weekly (Every 2 weeks)	04
Per month	05
Per year	06
Other (SPECIFY) ______________________	07

---

21. (Are/Were) your wages or salary on this job set by a collective bargaining agreement between your employer and a union or employee association?

Yes	1	53/
No	0	
DON'T KNOW OR DON'T UNDERSTAND ..	8	

---

22. INTERVIEWER: IS ONE OR MORE OF CODES 04 - 08 CIRCLED ON THE COVER OF THIS SUPPLEMENT?

YES ..... (CONTINUE BELOW)	1	54/
NO ...... (GO TO NEXT EMPLOYER SUPPLEMENT OR SECTION 8, PAGE 8-1)	0	

---

23. A. You told me earlier that this job (is/was) part of a government-sponsored program. What (is/was) the name of the government program that sponsored this job? RECORD VERBATIM.

____ 55-56/

BEGIN DECK ____ 5

B. Was that job sponsored by (AGENCY FROM A) the entire time you (have) worked there?

Yes ...... (GO TO Q. 24)	1	10/
No .... (ASK C)	0	

C. IF NO TO B: When did the government sponsorship end?

☐☐☐☐ 11-14/

MONTH YEAR

24. A. As far as you know, (is/was) this job part of a CETA Program?

Yes	1	15/
No	0	

B. As far as you know, (is/was) this job (also) part of a WIN Program?

Yes	1	16/
No	0	

---

25. Why did you decide to enter this program? RECORD VERBATIM AND CODE ONE ONLY. IF MORE THAN ONE REASON, PROBE: Which one of these reasons was the most important to you?

____

____

TO MAKE MONEY	01	17-18/
TO GET A BETTER JOB THAN COULD GET ON OWN	02	
TO GET A JOB	03	
TO GET TRAINING OR EXPERIENCE	04	
TO HAVE SOMETHING TO DO	05	
THE PROGRAM ACTIVITIES SOUNDED INTERESTING	06	
OTHER (SPECIFY) ______________________________	07	

---

26. We would like to know more about the kinds of services the program provided you. (First/Next) (does/did) this program provide you with (READ CATEGORIES A-C AND CODE "YES" OR "NO" FOR EACH).

	Yes	No	
A. Job counseling?	1	0	19/
B. Classroom training to prepare for a GED? .	1	0	20/
C. On-the-job training?	1	0	21/

---

27. (Does/Did) this program provide you with other classroom training in reading, writing, or arithmetic?

Yes ..... (ASK A)	1	22/
No ...... (GO TO Q. 28)	0	

A. IF YES: (Is/Was) that classroom training part of a program of English as a second language--that is, a program for people who grew up speaking a language other than English?

Yes	1	23/
No	0	

DECK 5

28. (Does/Did) this program provide you with classroom training in other skills needed for certain types of jobs?

Yes	(ASK A)	1	24/
No	(GO TO Q. 29)	0	

A. IF YES: What kind of job (are/were) you being trained for? RECORD VERBATIM.

______________________________ 25-27/

---

29. Did this program place you on a job outside the program?

Yes	(ASK A)	1	28/
No	(GO TO Q. 30)	0	

A. IF YES: Was the job you were placed in a CETA or Public Service Employment (PSE) job?

Yes	(ASK B)	1	29/
No	(GO TO Q. 30)	0	

B. IF YES TO A: In addition to being placed in a CETA or PSE job, were you also placed in a job outside that program?

Yes	1	30/
No	0	

---

30. (Does/Did) this program provide you with (READ CATEGORIES AND CODE "YES" OR "NO" FOR EACH)

	Yes	No	
A. Extra help in preparing for college?	1	0	31/
B. Health care or medical services?	1	0	32/
C. Child care?	1	0	33/
D. Transportation or bus tokens?	1	0	34/
E. Lodging?	1	0	35/
F. Meals?	1	0	36/

---

31. (Does/Did) this program provide you with any other kinds of services?

Yes	(ASK A)	1	37/
No	(GO TO Q. 32)	0	

A. IF YES: What other kinds of services? RECORD VERBATIM.

____

32. How (does/did) the training or experience you received in this program affect your chances of getting a good job--do you feel that your chances of getting a good job (are/were) improved or not improved?

Improved	1	38/
Not improved	0	

---

33. INTERVIEWER: SEE CALENDAR, ROW B. HAS R HAD A JOB SINCE HE LEFT THIS PROGRAM?

YES ..... (ASK Q. 34)	1	39/
NO .... (SKIP TO Q. 35) ...	0	

IF YES TO Q. 33, ASK Q. 34. OTHERWISE, SKIP TO Q. 35.

34. After you left the program, did the training or experience you received in this program help you or not help you in performing any job?

Helped	1	40/
Did not help	0	

---

35. Thinking back over your entire experience in this program, how satisfied or dissatisfied are you with it overall--very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied	1	41/
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	

---

36. INTERVIEWER: ARE THERE ANY ADDITIONAL EMPLOYER SUPPLEMENTS NOT YET ASKED ABOUT?

YES .... (CONTINUE WITH THE NEXT EMPLOYER SUPPLEMENT)	1	42/
NO ... (GO TO SECTION 8)	0	

The Quality of Work Life Project, another ongoing study, began in 1975 as an attempt to improve both the productivity and the meaningfulness of work for public employees in the cities of Springfield and Columbus. Today Center staff also serve as third party advisors and researchers exploring new techniques for attainment of management-worker cooperation and worker health in a number of central Ohio private sector industries.

The Center has also been active in manpower planning both in the U.S. and in the developing countries. A project for the Ohio Advisory Council for Vocational Education identified the highly fragmented institutions and agencies responsible for supplying vocational and technical training in Ohio. Subsequent projects for the Ohio Occupational Information Coordinating Committee have followed graduates of these programs. These data and information on occupational distributions of employers collected for the Occupational Employment Statistics Program are being integrated into a comprehensive planning model which will be accessible to trainees and employers and linked to a national network.

Another focus of research is industrial relations and collective bargaining. In a project for the U.S. Department of Labor, staff members are evaluating several current experiments for expedited grievance procedures, working with unions and management in a variety of industries. The procedural adequacies, safeguards for due process, cost and timing of the new procedure are being weighed against traditional arbitration techniques.

Senior staff also serve as consultants to many boards and commissions at the national and state level. Recent papers have been written for the Joint Economic Committee of Congress, The National Commission for Employment and Unemployment Statistics, The National Commission for Employment Policy, The White House Conference on the Family, The Ohio Department of Corrections, The Ohio Board of Regents, The Ohio Governor's Task Force on Health, and the Ohio Governor's Task Force on Welfare.

The Center maintains a working library of approximately 10,000 titles, including a wide range of reference works and current periodicals, as well as an extensive microfilm and microfiche collection. Through their facilities linked to the university computer, the Center's data processing staff provide statistical, technical, and programming support both for in-house researchers and the over 250 users of the National Longitudinal Surveys data tapes. They maintain the NLS tapes, data base, documentation and associated software.

For more information on specific Center activities or for a copy of the Publications List, write: Director, Center for Human Resource Research, 5701 North High Street, Worthington, Ohio 43085.

The Center for Human Resource Research

The Center for Human Resource Research is a policy-oriented multidisciplinary research organization affiliated with the Faculty of Labor and Human Resources in the College of Administrative Science of The Ohio State University. Established in 1965, the Center is concerned with a wide range of contemporary problems associated with human resource development, conservation and use. Its more than thirty senior staff members have been drawn from the disciplines of economics, education, English, health sciences, industrial relations, management science, psychology, public administration, social work and sociology. This multidisciplinary team is supported by approximately seventy graduate research associates, full-time research assistants, computer programmers and other personnel.

The Center has acquired pre-eminence in the fields of labor market research and manpower planning. The National Longitudinal Surveys of Labor Market Experience have been the responsibility of the Center since 1965, with continuing support from the United States Department of Labor. Staff have been called upon for population and human resource planning assistance throughout the world with major studies conducted in Bolivia, Ecuador, and Venezuela. At the request of the National Science Foundation, a review of the state of the art in human resource planning was conducted. In other studies the impact of labor and education policy on labor supply has been assessed and employment statistics collection methods have been evaluated. Senior personnel are also engaged in several other areas of research including collective bargaining and labor relations, evaluation and monitoring of the operation of government employment and training programs, and the projection of health education and facility needs.

The Center for Human Resource Research has received over two million dollars annually from government agencies and private foundations to support its research in recent years. Providing support have been the U.S. Departments of Labor, State, Defense, and Health, Education, and Welfare; Ohio's Health and Education Departments and Bureau of Employment Services; the Ohio cities of Columbus and Springfield; the Ohio AFL-CIO; the George Gund Foundation; the Rockefeller Foundation; and the Ford Foundation. The breadth of research interests may be seen by examining a few of the present projects.

The largest Center project is the National Longitudinal Surveys of Labor Market Experience. This project has involved repeated interviews over a fifteen-year period with four groups of the United States population: older men, middle-aged women, and young men and women. The data are collected for 20,000 individuals by the U.S. Bureau of the Census, and the Center is responsible for data analysis. To date dozens of research monographs and special reports on the NLS have been prepared by the staff. Responsibilities also include the preparation and distribution of data tapes for public use. Since 1979, an additional cohort of 13,000 young men and women between the ages of 14 and 21 has been followed. This cohort includes for the first time those serving in the armed forces at the time of the initial interview. Plans call for interviewing this youth cohort for at least five years. The Center also provides analysis and public use tapes for this cohort; field work is handled by The National Opinion Research Center (continued on inside back cover).